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A MANUAL OF STANDARD ENGLISH BRAILLE

For the Guidance of Transcribers

and Other Embossers

SECOND EDITION

DIVISION FOR THE BLIND
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A MANUAL OF STANDARD ENGLISH BRAILLE

For the Guidance of Transcribers

and Other Embossers

By

ALICE ROHRBACK, Braillist
Division for the Blind
The Library of Congress

and

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Louisville, Kentucky

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PREFACE

This MANUAL OF STANDARD ENGLISH BRAILLE has been compiled for the dual purpose of serving as a book of instruction for all students of Braille, and to establish uniform standards for both transcribers and embossers of Braille in the production of books for libraries and schools for the blind.

It supplants manuals for Braille Grades One and One and a Half, and Braille Grade Two, published by the American Red Cross, which have been in use for many years as standard textbooks for instruction in Braille transcribing. The new manual combines the aforementioned grades of Braille into a unified course of instruction in the subject of Standard English Braille. The Braille contractions as set forth therein are presented according to their function and usefulness rather than according to their respective grades as found in manuals previously published.

The manual is based upon the thirty-eight rules for the writing of Braille as revised and edited jointly, in 1932, by the British National Uniform Type Committee and the American Committee on Grade Two.

The official rules given in Appendix A (pages 68-91) are printed in bold-face type and are accompanied by annotations in regular type which apply specifically to the rule in question. Reference to the rules is made only in the text of the lessons and is not repeated in the exercises. Therefore, the necessity of becoming thoroughly familiar with the rules concerned cannot be too strongly emphasized.

The lessons, each comprising two or three sections, are based upon words as a whole, or in part, and upon the various word formations. The sections within each lesson deal with specific combinations of dots which form certain groups of characters, and each section includes an exercise of sufficient length to give the student the necessary drill in the subject concerned.

In the exercises no character or contraction is used which has not been introduced in a previous exercise or lesson. The first part of each exercise takes up the new material in that section, while the latter portion utilizes this same material together with what is already familiar to the student. The result is a gradual integration of new material with that of the preceding sections of the course.

Reference is frequently made to the eight appendices, relating to the most important phases of Braille transcribing, which are vital to the successful completion of the course.

Those who wish to specialize in foreign languages, mathematics, music and other fields of transcribing for the blind should obtain from the

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky, information as to the sources of the proper codebooks to be employed, and become thoroughly familiar with the special symbols and usages employed in these phases of transcribing technique.

The certified Braillist is prepared not only to use these codebooks effectively, but also to copy into Braille any non-technical book or article for readers of Standard English Braille.

A comprehension of the foregoing explanation and of the information immediately preceding the exercises provides the essential background for the prospective Braillist who will take the prescribed course with a view to certification by the Library of Congress.

INFORMATION FOR THE VOLUNTEER STUDENT

SOURCES OF INSTRUCTION

The prospective Braillist who studies with a view to certification by the Library of Congress may take the course through one of two sources: If he is able to obtain the assistance of a certified Braillist who is qualified as an instructor, the student may receive local instruction and submit only the trial manuscript to the Library of Congress for examination. (See "The Trial Manuscript", page 64). If there is no teacher available he may take the entire course by correspondence through the Library of Congress.

In most instances those who study locally are associated with organizations active in Braille transcribing, while those who work through the Library of Congress do so as individuals without group affiliation.

EQUIPMENT

For Braille transcribing the following items of equipment are essential: the slate and stylus, (or Braillewriter), Braille paper, an eraser for Braille, a standard dictionary and a copy of this text.

The 37-cell slate with stylus can be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky. The 36-cell model, obtainable from Perkins Institution for the Blind, Watertown 72, Massachusetts, is also excellent for general use.

Erasers for Braille, and also information relative to the Braillewriter, can be obtained from the above institutions.

Since there is no central source of supply for Braille paper, the following list of addresses is given for the convenience of purchasers:

Andrews Paper Company
First and H Streets, S. E.
Washington, D. C.

Henry D. Mentzel
104-106 South Charles Street
Baltimore 1, Maryland

Beecher, Peck and Lewis
1313 East Milwaukee
Detroit 11, Michigan

S. B. Behrens and Company
54 East 9th Street
New York 3, New York

Whitaker Paper Company
48-50 Great Jones Street
New York 6, New York

Gane Brothers and Lane, Inc.
184 Second Street
San Francisco 5, California

Specifications for 100-lb. weight, sheets 11 x 11½ inches, should always be given when placing orders.

An important item of equipment is a reliable dictionary. Any recent edition of a recognized standard dictionary is recommended.

For copies of a MANUAL OF STANDARD ENGLISH BRAILLE, communicate with the Card Division, Library of Congress, Washington 25, D. C.

THE PREPARATION OF LESSONS

In order that the student may more fully comprehend the significance of Standard English Braille in all of its ramifications, he should read carefully all pages which precede the first lesson. All references to rules, lessons, and appendices must be studied in detail before preparing the assignment, and no exercise should be attempted until it has been assigned by the instructor.

The paper is placed in the slate or writer with the lines running the 11½-inch length of the sheet. The margin at the beginning of the line should be not less than 1½ inches, while the end margin should be ¾ of an inch from the edge.

A line of 36 spaces is the standard length, with allowance for an extra space when necessary. For Braillists who use the 36-cell slate, an additional space is gained by moving the paper slightly to the right so that the last cell can be used when needed.

Each page should be identified as follows: "Lesson One, Exercise 3" or "Lesson Twelve, Exercise 2" written on the first line, with 3 spaces between the heading and the page number.

At the conclusion of the assignment the *name and address* of the student must be signed in both ink and Braille. The signature should always be the same. If the address is a temporary one, it should be given, followed by the permanent address. If these procedures are followed throughout the course, the result will be of benefit both to student and instructor.

To the student who takes the course by correspondence through the Library of Congress, each lesson is returned, together with a report which contains constructive criticism and helpful suggestions. All errors are indicated on the lesson sheets, in order that he may better understand and overcome these mistakes.

With each lesson returned, a franking label is provided for use in forwarding the new assignment, thus making payment of postage unnecessary.

CORRECTIONS OF HAND-COPIED MATERIALS

In hand-copied manuscripts, many of the errors can be corrected, but the procedure requires extreme care and precision. Dots should be erased one by one, and those which remain should be quite clear and distinct. Mistakes, such as omitted and inserted dots, misformed characters, etc., must be corrected so that they are legible and smooth to the touch. Note, however, that words in which contractions have been omitted or misused should stand as written, since any attempt at correction would interfere with legibility.

In most instances where characters or words have been omitted, it is necessary to recopy the page. In cases where it is possible to insert missing characters, such corrections should be made only by trained proofreaders who have had considerable experience in this technique. The reader must not be confused by poorly made corrections.

Unfortunately many of these corrected errors will reappear when a coat of shellac is applied to the page. In order that this difficulty may be reduced to a minimum, transcribers are encouraged not to correct these mistakes. They will do well to leave this work to the skilled proofreaders who receive special training in the methods of eliminating errors in Braille with the best results. Better still, the student or transcriber should begin by writing slowly and accurately, thus avoiding the necessity for making such corrections. At best they are undesirable, and the Braillist who works with caution will take pride in the pages free from imperfections which are the result of corrected mistakes. Through the proofreader's report, the Braillist is informed of his errors, including those which are allowed to stand without correction, and he will find it helpful to give each report his undivided attention.

APPLICATION BLANK

Before the student can receive his certificate for Standard English Braille, the Library of Congress must have on file an application blank properly completed in accordance with instructions given in the manual. If he takes the course through the Library of Congress, this blank must be submitted with the first assignment; otherwise, it must accompany the trial manuscript which is sent to the Library of Congress for examination. The blank will be found immediately following page 129, with the necessary instructions as to required information.

INSTRUCTIONS FOR THE MAILING OF LESSONS

There are two methods of preparing lessons for the mail: They may be rolled, with soft paper inside to protect the dots and prevent creasing. The roll may be placed either in a mailing tube or wrapped securely with an opened envelope. A string run through the roll and tied will serve as added protection.

Flat sheets, protected on both sides by cardboard, may also be placed in a sealed envelope. Whichever procedure is followed, it is essential that the franking label should be securely attached, and that the return address is clearly legible. One point should always be remembered: *Pages of Braille should never be creased or folded.* The continuity of the Braille characters must remain clear and unbroken in order that they can be examined without difficulty by the instructor.

Braille is a system of embossed characters formed by using combinations of six dots arranged in a group or cell of two vertical columns, three high and two wide. Each Braille character is formed of one or more of these dots and occupies a full cell or space.

For convenience the dots of the Braille group are numbered, and *their numbers remain the same* whether read from the embossed or reverse side, thus:

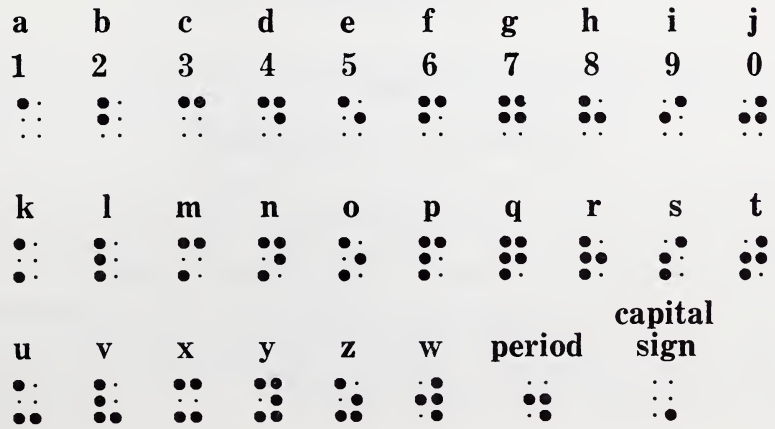
Observe that dots 1-4 form the top pair, 2-5 the middle pair, and 3-6 the lower pair. In writing either on a slate or writer, dots 1-2-3, will be found nearer the beginning of the line than dots 4-5-6.

When writing on a slate the reading of the numbers is reversed, and begins at the right. Dots 1-2-3 are nearest the beginning of the line, thus:

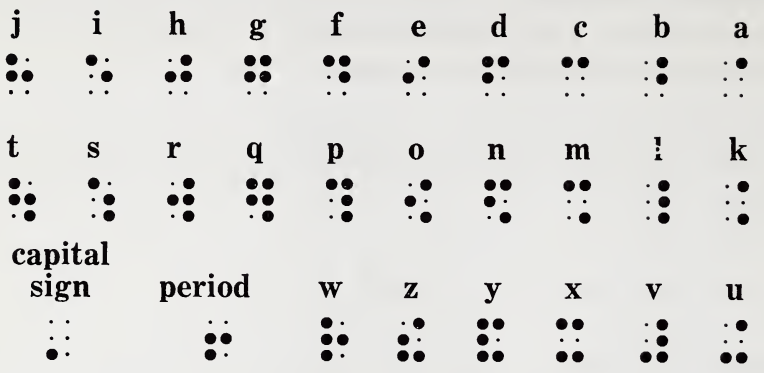
Section I

ALPHABET

Following is a chart of the alphabet and other Braille characters needed for Lesson One, as used in **writer work**:



Below is the same chart for **slate work:**



Learn the first ten letters of the alphabet, memorizing them by number: a, dot 1; b, 1-2; c, 1-4; d, 1-4-5; e, 1-5; f, 1-2-4; g, 1-2-4-5; h, 1-2-5; i, 2-4; j, 2-4-5.

The first ten letters are formed from the upper and middle dots of the cell and are the foundation of the system. They must be thoroughly memorized. Be careful to avoid confusing *e* and *i*, *f* and *d*, *h* and *j*.

Exercise 1

When the individual letters have been practiced sufficiently well to be written from memory, prepare the following exercise for the instructor. Leave one full space between each word. This is called a word space:

abide ace adage bade beef big cab cage cicada decade
decide face fade fig gab gage gibe gig hide he ice
if jade jab

(Sign name and address in ink.)

Section II

ALPHABET (CONTINUED)

Learn the remaining letters of the alphabet. Note that the second ten are formed from the first ten by adding dot 3. The remaining letters of the alphabet, except *w*, are formed in like manner by adding dots 3 and 6 to the first five. Original Braille was French, and the French alphabet has no *w;* thus, when Braille was adapted to English, an arbitrary character was added for *w*. It is for this reason that it is not in sequence with the formation of the other letters of the alphabet.

Exercise 2

Practice writing the last sixteen letters of the alphabet, and also the first ten. When the entire alphabet has been mastered, prepare the following exercise for the instructor:

kidney kimono lattice legislature massacre mimeograph navy nonspecific obdurate opposite oxalic acid pamphlets pansy phosphoric pygmy quota quadruple razor rattlesnake receptive satisfy scissors solicit taxes tumult twelve tweeze uncurb unequal vacancy vacuum waltz waive wax xylophonic yawn yield zebra zodiac

(Sign name and address in ink.)

Section III

CAPITALIZATION, THE PERIOD

There are no capital letters in Braille. Capitals are indicated by placing dot 6 (⠠) immediately before the letter or word to be capitalized. A single sign—dot 6—capitalizes only the first letter of a word; a double sign —dots 6, 6—capitalizes the whole word. (For rules of usage for the capital sign, see Rule 12 and notes, page 76).

In Braille, the period is represented by dots 2-5-6 (⠲) the letter *d* written in the lower part of the cell. It is used, very much as in ink-print, in the ending of sentences, as an abbreviation point, etc. It is not used for the decimal point in the writing of decimals. (See Rules 1, 2, and 15 (e-f), pages 68-69, 81.)

Exercise 3

After sufficient practice, prepare the following exercise for the instructor. Begin each sentence on a new line, in the third cell. Any words to be carried over should begin in the first cell of the next line.

The Service of Braille Transcribing specializes in providing materials for students and other individuals.

Next to the originator of a good sentence is the first quoter of it.

Only dull people are brilliant at breakfast.

If a man has a strong faith he can indulge in the luxury of skepticism.

ONE DAY ON BEETLE ROCK is one of the most charming books of this decade.

Cleverness is not wisdom.
No man should be judge in his own cause.
A bad barber needs a great many razors.
To many persons fall is the most beautiful season of the year.
Cauliflower is nothing but cabbage with a college education.
(Sign name and address in ink.)

LESSON TWO

Section I

ARABIC AND ROMAN NUMERALS

Arabic numerals are expressed by placing the numeral sign , dots 3-4-5-6, immediately before the first ten letters of the alphabet. (See page 79 and chart page 126). Examples:

Writer

1 8 24 635 1937

Slate

1 8 24 635 1937

Practice writing figures of from one to four digits in length. Leave one space between each figure, as for words, but repeat the numeral sign before each figure. (Study Rule 15-a.)

Roman numerals are written in Braille as in ink-print, by using the proper letters of the alphabet. Where the numbers are capitalized, either a single or a double capital sign should precede the numeral, depending upon whether it is composed of one or more letters. Examples:

Writer

I III XXVIII

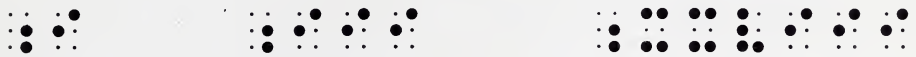
Slate

I III XXVIII

If the Roman numerals are not capitalized, the letter sign (⠰), dots 5-6, is placed before the first letter. (The letter sign is peculiar to the Braille system and will be studied later in more detail. It is used primarily to indicate letters as opposed to other characters where there may be possibility of confusion). Do not double the letter sign for Roman numerals containing more than one character. Examples:

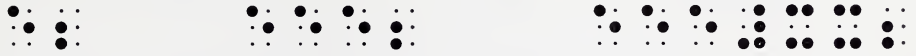
Writer

i iii xxviii



Slate

i iii xxviii



(Study Rules 12-a, page 76, Rule 15-g, page 81, and 13-a, page 78.)

Exercise 1

When the numerals have been thoroughly memorized, write the following exercise to be submitted to the instructor. Center the words EXERCISE 1, on the top line, and begin the body of the exercise on the third line.

3 11 58 798 1945 26 91 1000 1257 6 39 6215 4 83 509 10 9 8 7 6 5 4 3 2 1 959 880 466 569 807 614 702.

I III V VII IX X XIV XX XXXIII XL LIV XC CVI DXXIV CM MC MCMXXV.

i iii v viii ix x xiv xv xx xxxiii xl liv xc cvi dxxiv.

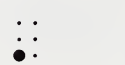
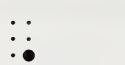
(Sign name and address in both ink and Braille.)

Section II

PUNCTUATION MARKS

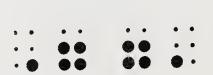
As in ink-print, Braille contains a special set of characters to represent punctuation signs. Most of these are formed in the lower part of the cell and are usually one-cell characters. They are always written without a space between them and the words they precede or follow. (See Rule 1, page 68.)

In addition to the period, which is already familiar to the student, learn the following punctuation marks:

	Writer	Slate
comma ,		
colon :		
semi-colon ;		
exclamation !		
question ?		
hyphen -		
apostrophe '		
quotations " "		
parentheses ( )		

Study Rules 1, 2, 6 and 19, and their notes. Observe that when a word must be divided at the end of a line, care should be taken to divide between syllables. (Webster's NEW INTERNATIONAL DICTIONARY, latest edition, is recommended as the best authority).

In addition to the above signs, learn also the following *two-cell* punctuation signs:

	Writer	Slate
dash —		
single quotations ' '		
square brackets [ ]		
ellipsis		

Review again Rules 1, 6 and 19, and also study Rules 3 and 7. Memorize carefully all of the punctuation signs. Learn the proper order of the composition signs as set forth in Rule 19.

Study Rule 15-a, Notes i-v, for the use of punctuation signs in the writing of numbers. Learn carefully the proper use of the comma and the hyphen when used with numbers, and of the colon when expressing a particular point of time.

Exercise 2

Practice writing the following. Then, on a new page, center the words EXERCISE 2 on the top line, and begin the body of the exercise on the third line. *Remember to leave one clear space between words.*

1. Add 7, 15, 31, 100.

2. I have made an appointment for 2:30 at the Hotel Roosevelt. Can you be there at that time?

3. Lord Byron (1788-1824) wrote many beautiful poems.

4. The educational program of our schools today is much changed from that of our grandfather's day; then they taught only the three R's—reading, 'riting, and 'rithmetic.

5. On the cornerstone was a legend which read: "Erected A.D. MCMXXIV." Can you tell me what year that was?

6. If he goes (we hope he will not), it will spoil Jane's picnic.

7. He is a self-made man.

8. "Just then, John came strolling into the room squeakily whistling 'Yankee Doodle!' " exploded Mary.

9. By 4:00 this afternoon they will have loaded over 2,000,000 carloads.

10. In Lesson I we are referred to preface pages ii-vii inclusive.

(Sign name and address in both ink and Braille.)

Section III

PARAGRAPHING

Study Rule 4. Observe that the practice set forth in *Note b* is always employed in the embossing of books and other materials presented in correct literary form.

Exercise 3

Prepare a copy of the following material to be submitted to the instructor. Note that one clear cell should be left between sentences, as between words in a sentence.

LLOYD CASSEL DOUGLAS

LLOYD CASSEL DOUGLAS (August 27, 1877-), American novelist, was born in Columbia City, Indiana, the son of the Reverend Alexander Jackson Douglas (later a physician) and Sarah Jane (Cassel) Douglas. He was educated at Wittenberg College, Springfield, Ohio (B.A. 1900, M.A. 1903), then went to Hamma Divinity School (B.D. 1903). He was ordained as a Lutheran minister, and became pastor of Zion Church, North Manchester, Ind. . . .

. . . . . From 1911 to 1915 he was director of religious work at the University of Illinois, then became minister of the First Congregational Church in Ann Arbor, Mich., where he stayed till 1921. From 1921 to 1926 he was at the First Church in Akron, Ohio, from 1926 to 1929 at the First Church in Los Angeles, from 1929 to 1933 at St. James United Church, Montreal. He then retired from the ministry and now devotes all his time to writing.

Mr. Douglas' first books were entirely of a religious or inspirational nature. He was in the midst of a series of lectures on "personality expansion" when, at over fifty, he suddenly wrote his first novel, MAGNIFICENT OBSESSION. No one was more surprised than he at its immense success, or at that of his next novel, FORGIVE US OUR TRESPASSES He said modestly: "Most reviewers are agreed that the author has done a clumsy piece of work, and wonder that the thing is read. . . . They are a pair of old-fashioned novels in which the characters are tiresomely decent and everything turns out happily in the end."

Since then Mr. Douglas has added several more novels to the list. All are of the same nature, and all are enormously popular, both as books and, in most cases, as screen plays later on.

To the editors of this volume he writes: "If my novels are entertaining I am glad, but they are not written so much for the purpose of entertainment as of inspiration. There are many people who realize their great need of ethical and spiritual counsel, ... It has been my belief that many such persons can be successfully approached by a novel, offering in a form palatable to them the inspiration they seek."

Looking back over the novels of the past half century that have contrived to outlive the decade in which they were published, one is impressed by the very considerable number of stories which have endured because of their moral purpose rather than their literary workmanship.

"There will always be room for the 'purpose novel', and aspiring young writers will do well to consider the importance of the school of fiction that is more concerned with healing bruised spirits than winning the applause of critics."

. . . . . From TWENTIETH CENTURY AUTHORS:
A Biographical Dictionary of Modern Literature.
Edited by Stanley J. Kunitz and Howard Haycraft,
The Authors Series
Published by H. W. Wilson Company,
New York, 1942

Among this author's works, the following are available in Braille: DISPUTED PASSAGE, FORGIVE US OUR TRESPASSES, DR. HUDSON'S SECRET JOURNAL, GREEN LIGHT, HOME FOR CHRISTMAS, INVITATION TO LIVE, MAGNIFICENT OBSESSION, and WHITE BANNERS.

(Sign name and address in both ink and Braille.)

LESSON THREE

To save space and facilitate reading, certain groups of letters appearing frequently in the English language are represented by special characters known as contractions or signs. These signs may consist of one or two cells, and may represent whole or parts of words, or both in some instances. There are definite rules governing the use of the various contractions, and these must be carefully mastered if one would write correct Braille. Always remember that a contraction incorrectly used is as much of an error as the wrong character.

Section I

ONE-CELL WHOLE-WORD SIGNS REPRESENTED BY LETTERS

The easiest contractions to learn are the whole words represented by the letters of the alphabet, as follows:

a a
b but
c can
d do
e every
f from
g go
h have
i (with a capital) **I**
j just
k knowledge
l like
m more
n not
o o
p people
q quite
r rather
s so
t that
u us
v very
w will (including the proper name Will when capitalized)
x it
y you
z as

As will be observed, **a, I,** and **o** are words in themselves. The remaining words are formed from their initial letters, with the exception of **x** which represents **it,** and **z** which represents **as.** Memorize these signs carefully.

Note that these signs are *whole words only,* and that when the letters are written as parts of words they represent letters. Nothing may be added to these signs except the apostrophe *s,* or punctuation signs, including the hyphen in the formation of compound words. *Examples:*

do-all	(but not in)	dodo
it's	(but not in)	exit

(Study Rule 22, page 86.)

Exercise 1

Write the following, centering the words EXERCISE 1 on the top line and leaving one line space between it and the body of the exercise:

1. Do not go away from home; you will not like it.
2. We can have a can of plums if you like; just say so, if you do not.
3. He is as swift as he is sure. That is not true of every man.
4. Will Crawford will make a will very soon.
5. He has wide knowledge, but he does not use it.

6. If you will go, you will have fun; that is all I can say.

7. That box is very ornate but quite attractive.

8. He is rather fond of people, but I am not.

9. William is very just, but so is Frank.

10. He will give us two more trials.

(Sign name and address in both ink and Braille.)

Section II

ONE-CELL WHOLE AND PART-WORD SIGNS

In addition to whole-word contractions, there are many additional signs in Braille which represent either part words alone, or both whole and part words. The most frequently recurring contractions in English Braille, as a group, are the six one-cell whole and part-word signs below:

	Writer	Slate
and		
for		
of		
the		
with		
in		

Learn these signs thoroughly. Be careful not to confuse **and** with the letter **y**, **of** with **with**, **the** with **z**. Remember that **in** is the letter **i** in the lower part of the cell. Observe that these signs should be used wherever they occur as either whole or part words without regard for syllabication.

Study also **Rule 21**. When used as whole words, the signs **and, for, of, the** and **with**, and also the word **a**, should usually be written without a space when they occur in conjunction with one another. Learn also the excep-

tions to this practice as given in Rule 21. Note that these signs should be used as part words wherever possible (see Rule 34) in preference to any other contraction unless their use entails waste of space.

Exercise 2

Practice writing the following sentences, and then prepare a final copy to be submitted to the instructor:

1. The box of candy lay on the sofa.

2. Do not go for the theatre tickets until I tell you.

3. If I do find the keys in the box, will you keep them until I go with a note from the attorney for the firm?

4. Do you have my official code book in that package in the box on the platform?

5. Take off that winter coat and hang it with the dress on the rack.

6. I look for and am very fond of the girls in the small home on the lofty hill.

7. They will go just for the ride, but will not remain away indefinitely like the boys from Windy Top.

8. The tree is so tall that he can just see the big limb if he is on the very top of a wide, flat rock.

9. They will rather walk in the sun since the fall air is so cool and crisp.

10. Talk with us in the room, and help a just cause of and for the people.

11. If you can forget the actual value of the sofa, it looks quite small in that wide space.

12. The small dog sat on the floor with eyes rather sad, but not unhappy.

(Sign name and address in both ink and Braille.)

Section III

ONE-CELL PART-WORD SIGNS

There are six one-cell contractions which are always part words and which have no whole-word meanings. They are as follows:

	Writer	Slate
ar		
ed		
er		
gh		
ing		
ow		

Like the six contractions presented in the preceding section of this lesson, these signs occur very frequently in English words, and should be thoroughly mastered. Be careful not to confuse **ar** with **gh**, **ed** with the letter **n**, **er** with **q**, **ing** with **u**, and **ow** with **o**.

Study Rules 31 and 34 and notes. Employ these signs wherever they occur, unless their use violates the principles of these rules. The **ed** sign should be used in "**ed**elweiss" but not in "deduce"; the **gh** sign should be used in "lau**gh**" and "**gh**etto", but not in "fo**gh**orn"; the **ing** sign should be used in "sin**g**le" and "tin**g**e", but not in "**in**grate" (use the **in** sign instead); etc.

Exercise 3

Practice writing the following sentences, and then prepare a final copy to be submitted to the instructor:

1. We wander downward, singing as we go.
2. Mary lives on Ingleside Terrace.
3. A large, high window faced the new wing of the hospital.
4. From far over the hill came the ringing of a single bell.

5. Birds like the high trees and the low flowers blooming in the garden at the edge of the woods.

6. The barn is filled with fragrant hay; with cows and horses and a big, red sleigh.

7. The magic of spring creeps over the landscape.

8. Mary's uncle has wide knowledge of birds; I am delighted with our walks in the fields and woods.

9. If you will go, Edward's brother will remain with us on the farm.

10. Jim's boat looks like new with a single coat of paint.

11. Her aunt will play the violin; but the boy will rather sing if you can allow a few minutes for practice.

12. We have knowledge that the will is made in favor of the library in a small town not far from the flowing Red River.

13. Feeding the birds during the winter as they hunt for food in the snow will keep them with us in spring and summer.

14. The large book (if you like that type of literature) is a fine example of fortitude—portraying sorrow and laughter as only a writer can do.

15. Preceding the text are the following items: preface pages I, II, III, IV, V and VI.

16. On another page we see:—"All is new; only the fall of night and the dawn of morning remain the same."

17. The tale of that very high adventure in Shanghai is very inspiring.

18. The ingredients for that single recipe are very numerous.

19. The building is an old landmark—remodeled and rededicated.

20. She does not allow transcribed material with erasures in the office.

21. The trees are erect as the foghorns blow in the night wind.

22. Reduce the desire for knowledge, and living quarters will grow dingy.

(Sign name and address in both ink and Braille.)

Section I

There are seven Braille characters which represent combinations of letters when used as part words, but which have additional special meanings when used as words. They are as follows:

Signs			
Writer	Slate	Part-word Meanings	Whole-word Meanings
		ch	**child**
		en	**enough**
		ou	**out**
		sh	**shall**
		st	**still** (noun, adjective and verb)
		th	**this**
		wh	**which**

Note the difference between these signs and the whole-and-part-word signs presented in Section II of Lesson Three. The latter always represent the same combinations of letters, while the seven new signs given herewith have different meanings when used as part or whole words. These signs retain their whole-word meaning, however, when used in conjunction with punctuation signs, the apostrophe s, and in hyphenated compound words, unless their use violates Rules 22a and 30. *Examples:*

"**En**/**ou**/**gh**'s **enough** **even** **in** **Ed**/en."

He is **ch**ildish**ly** **child**-**minded.**

Remember always to observe the precepts of Rule 34, e.g., do not use the **sh** sign in "mishap" or the **wh** in "rawhide," etc. Study also Rule 20, notes a and b.

Exercise 1

Practice writing the following sentences, and then prepare a final copy to be submitted to the instructor:

1. The child enjoys Christmas out on the farm, with enough snow for sled riding.

2. She shall polish the high, steel door which opens out on this terrace.

3. Sharp, thick thistles are growing straight out from the edge of the white marsh.

4. Which stenographer shall she take on the short journey?

5. They are still talking out on the west porch of the white house which is ten yards from the high, thorn-covered hedge.

6. We still have enough food for this child in the house which is on Vine Street, and she shall stay with us.

7. The pretty white church in the valley is still large enough for the fast-growing membership.

8. This child (now living in town with relatives) will have enough financial resources for school expenses during the next three terms.

9. Which stamps shall she use in sending out this box of chocolates?

10. When the festival is over at Martha's house, the child, who will have enough candy as well as other refreshing foods, will say: "Thank you for a very nice evening."

11. The path going toward the village is lovely in spring—strewn with all kinds of wild flowers, and with fresh, green woods on both sides.

12. The period following the first war, 1920 to 1940, has seen numerous changes in the growth of American music.

13. "Which do you like better?" she asked, "the cat or the dog?"

14. From out of the still woods came the sweet, melancholy notes—the evening call of the hermit thrush.

15. Radio has presented the best outstanding talent in all kinds of programs—short sketches and elaborate plays; symphonies and light music; and an unlimited variety of entertaining broadcasts.

(Sign name and address in both ink and Braille.)

Section II

WHOLE-WORD LOWER SIGNS

In addition to the whole-word signs formed by giving word spacing to the individual letters of the alphabet, there are six additional characters formed in the lower part of the cell which are always used as *whole words only,* as follows:

	Writer	Slate
to		
into		
by		
his		
was		
were		

Inasmuch as these characters are identical in form with some of the punctuation marks, these signs may be employed only in accordance with certain rules which must be rigidly observed if confusion is to be avoided. Care should be taken to observe Rules 28, 29 and 30 in the writing of Lower Signs.

Since **his, was,** and **were** always require word spacing they could not easily be taken for the "open quotation," the "close quotation", or the "parenthesis" respectively, except when they adjoin the dash, when they must be written in full spelling.

Study Rule 23 for the use of the signs for **to, into,** and **by.** These signs are always to be written without a space between them and the letter or word which follows. They may not be joined to other words by the hyphen to form compound words. The contracted forms, however, may be used before the numeral, capital, letter, and italic signs, as well as the dollar sign and other abbreviations of value and measurement. When "to", "into", or "by" are themselves capitalized and are followed

by a capital letter, the contracted forms should not be used. The sign for **in**, however, should be used in "**into**" in such cases. *Examples:*

Go into the house.

by Brown (but) By Brown

into England (but) **Into England**

by-law

In such phrases as "It was referred to yesterday", "He was passed by when others were noticed", the words "to" and "by" should be written in full, as they refer to the preceding verb and not to the word that follows them.

Exercise 2

Prepare a copy of the following material to be submitted to the instructor:

1. They went into the woods for a picnic, and were caught in the rain.

2. "His sister was invited by a friend to a meeting which was held in his room."

3. "Was the poem written by Robert Frost?"

4. "His books were on the chair by the window in the library."

5. Into Peru, into Argentina, his journey was extended to all points in South America.

6. Were the writings referred to by the papers as: "Charming and fascinating travel sketches"?

7. They were—and are still—in the small house by John's farm.

8. "To Mary and to the others go our best wishes for a happy weekend with the friends who live in a cottage by the river."

9. "By that time, they were on the porch; he was in his study."

10. They went into and examined the red house by the large freight yard.

11. The first number on his program (which opened at 8:30) was a charming piano portrayal of life on a farm.

12. Into the large, crowded hall came the soloist—his host of friends applauding as he passed by.

13. He left the room, and stepped out of the French window into the garden.

14. "We will enjoy the book, 'Her Life with the Circus' ", she told her friend, "when we are on the train."

15. The radio—small and light in weight—was on his desk in the room by the stairs, going up to the third floor.

(Sign name and address in both ink and Braille.)

LESSON FIVE

Section I

INTERNAL ONE-CELL PART-WORD LOWER SIGNS

There are six one-cell contractions representing certain two-letter combinations which appear frequently in English. They are as follows:

	Writer	Slate
bb		
cc		
dd		
ff		
gg		
ea		

These six signs may never be used either to begin or end words. They must always be both preceded and followed by other letters or contractions within the same word and on the same line of Braille. (See Rules 24 and 27, and the Rules governing lower signs—28, 29, and 30).

As may be observed, the first five of these signs represent double-letter combinations and may easily be remembered as being the same letter written in the lower part of the cell; thus, the sign for "bb" is "dropped b", that for "cc" is "middle c", etc. Read the references to these signs as contained in the texts and notes of Rules 30, 34, and 35. Note the relation of these signs in order of preference with other contractions.

Read Rule 24. Note also that all of the rules which apply to the double-letter signs also apply to **ea**, except that the "e" and the "a" may not be parts of separate well-defined syllables as in "readjust", and "preaccuse", although the sign should be used in "create". In such words as "nearly" and "bear" the **ea** sign takes precedence over the contraction **ar**.

When a word beginning with the letters **ea** is modified by a prefix, or by another word placed before it to form a compound word, as in "uneasy" and "southeast", it is recommended that the **ea** sign shall not be used; however, when a word ending in **ea** is followed by other letters or syllables, as in "peas" and "seaman", it is correct to use the **ea** sign. Note also that words ending in the five double letters, such as "bluff" and "add", employ the Braille contractions when other letters are added to form plurals, but not when the apostrophe s is used (See Rule 22a), etc., e.g., "bluff/ed", "adds", "bluff's edge."

Exercise 1

When the signs themselves, and their rules of usage, have been thoroughly mastered, write the following exercise to be submitted to the instructor:

1. Mr. Fortune, the detective, enjoyed the three eggs for breakfast.

2. The northeast wind blew in from the sea with the ebbing tide.

3. They accomplished the same results, but were affiliated with different units.

4. Jean and Abbie decided to eat meat at the picnic, and to accompany the family, adding four friends to the gathering.

5. When he was off duty in the middle of the night he hurried into a restaurant for a cup of coffee and an egg.

6. The affair was not a success, and they waited uneasily for the results which are now in effect.

7. She will add a few more lines to the note and readdress the envelope.

8. The Chinese teapot was filled with green tea.

9. Off went the men with the dogs and guns to hunt rabbits.

10. The car was loaded with pieces of baggage, barrels of cabbage, sacks of coffee, egg powder and other food for the refugees to eat.

(Sign name and address in both ink and Braille.)

Section II

INITIAL AND FINAL ONE-CELL PART-WORD SIGNS

The remaining one-cell Braille contractions consist of four initial lower signs, and one final sign, as follows:

	Writer	Slate
be		
com		
con		
dis		
ble		

These contractions are identical in form, and position within the cell, with other signs already presented, e.g., **be** is the same as **bb**, **com** is the same as the hyphen, **con** is the same as **cc**, **dis** the same as **dd**, and **ble** the same as the numeral sign. If careful attention is paid to the rules of usage for these signs, however, there can be no possibility of confusion between them. (Study Rules 25, 26 and 31).

The contractions for **be, com, con** and **dis** must always be used at the *beginning of a word*, or at the *beginning of a line in a divided word.* **Be, con,** and **dis** may follow the hyphen in compound words, as in "self-**disciplin/ed**", but **com** may never be used in conjunction with either the hyphen or the dash. Remember that **be, con,** and **dis** are always used as syllables, whereas **com** need not necessarily be one. **Be** may also be used alone as a whole word. Since these are all lower signs, the same rules apply to them as to the other lower signs.

The sign for **ble** may be used anywhere except at the beginning of a word, where its use would produce confusion with the numeral sign. The sign may be used, however, at the beginning of a line in a divided word.

Exercise 2

Write the following exercise to be submitted to the instructor:

1. They disagreed as to why they were unable to solve the problem.

2. The discipline in the classroom was poor, and complete disorder prevailed.

3. He commanded the delegates to convene at once and discuss the plan which they were able to complete at an early date.

4. They believe it will be convenient to display the books on the tables owned by the company.

5. The entire student body assembled to watch the planes converge on Commercial Field.

6. They will be disappointed if she does not come with the package.

7. The Concert Orchestra was conducted by an American, who directed the music of American composers.

8. He became a champion of the disabled veterans.

9. The practice was discontinued by the combined effort of the group.

10. The distinguished visitors are convinced that the committee will find the problem to be a real obstacle in the path of growing industry.

11. He connected the wires; then he with his companion disappeared and became lost in the large assembled crowd.

12. "Disinfecting helps prevent disease," he remarked.

(Sign name and address in both ink and Braille.)

Note: This lesson completes the study of the one-cell contractions.

LESSON SIX

TWO-CELL CONTRACTIONS

Two-cell contractions consist of either letters of the alphabet or one-cell signs *preceded* by combinations of dots made in the far side of the cell —dots 4, 5, and 6. They are of two kinds: Initial compound contractions which are formed by placing certain dot combinations before either initial letters or one-cell signs; and final compound signs formed by placing the dot combinations before terminal letters of the signs so formed. It should be noted, however, that the terms "initial" and "final" have no reference to the position of the signs within a particular word, but merely indicate that in the one instance the contractions are made from the initial letter or letters, and in the other from the final letter of the compound contraction.

Section I

INITIAL COMPOUND CONTRACTIONS COMPOSED OF LETTERS PRECEDED BY DOT 5

Learn the following sixteen signs:

	Writer	Slate
day		
ever		
father		
here		
know		
lord		
mother		
name		
one		
part		
right		
some		
time		
under		
work		
young		

Memorize these signs carefully. Care must be taken not to confuse these two-cell signs with the original single letters or word signs. Observe that all of these contractions have whole-word meanings, but that they may also be used as parts of words when they retain their original sounds or

meanings, e.g., **ever** may be used in "**for/ever**" but not in "fever", **some** may be used in "**some/how**" but not in "somersault". The contraction for **one** should be used in "a**tone**" and "**honey**" but not in "baronet". Study Rules 30-a (iii), and 32, 34 and 35 and their notes. Observe that "**here**" should not be used in such words as "sphere". Where words may be contracted in two or more ways, always select the most readable combination of dots or the one which will save the most space. One-cell signs are preferable to two-cell contractions.

Exercise 1

Write the following exercise to be submitted to the instructor:

1. Mother's Day is the second Sunday in May.

2. "Bringing Up Father" is a very popular comic strip.

3. They can never know the time required for that work.

4. Here comes "Lord Chesterfield", one of the town's young social set.

5. With her name on the list we know that the party will be a success.

6. They work under difficulties, but we know the results will be right.

7. They know the names of the young boys who committed the crime at that time.

8. Only the right people will be chosen to work on the specified day.

9. The young girl may never be included in the group; time, only, will tell.

10. Some of the students will work here with the instructor.

11. Every day his mother and father come to see the house.

12. June days are bright and warm.

13. The young men were partners in a flourishing manufacturing concern.

14. They know that she is clever and the right person to give time to the list of names for the Fathers' and Mothers' Club.

15. Certain traits in both men and animals are hereditary.

16. One day some of the girls came here to work under the leadership of the young office assistant.

17. He was Lord Mayor of the town under the other political party.

18. Mrs. Pettibone toned down the radio before going to the telephone.

19. Last Friday the atmosphere was warm and humid.

20. A part of the time, he sat under the peach tree talking with his father.

21. Mother Mary and Father John attended the exercises in the name of the school.

22. The peddler walked up the middle of the road toward the house.

23. Father telephoned last evening to know if you will be here for the ceremony.

24. The two parties joined forces here under mother's big, young oak tree.

25. The money lay on the table by the telephone.

(Sign name and address in both ink and Braille.)

Section II

INITIAL COMPOUND CONTRACTIONS COMPOSED OF ONE-CELL SIGNS PRECEDED BY DOT 5

The following five contractions are composed of one-cell signs previously learned, preceded by dot 5:

	Writer	Slate
there		
character		
through		
where		
ought		

Memorize these signs. Note that all of the rules which apply to the first sixteen compound signs given in Section I of this lesson apply to these contractions, with the exception of the rules of usage for **one.** Use the sign for **there** instead of for **here** in such words as "**there/fore**", "**there/in**", etc.

Exercise 2

Write the following exercise to be submitted to the instructor:

1. They ought to know where to go.

2. The characters were well portrayed and brought clearly to life.

3. There ought to be a law which will prohibit cars from going through the lane where the girls and boys play.

4. I read hastily through the note and thought that they were to meet there on the balcony, where they might have lunch, and discuss the general character of the recent events.

5. Persons who are without sight read a system of embossed characters through the sense of touch.

6. In the music of Edward Grieg there is a strange, haunting beauty, characteristic of the Northland.

7. They remained at the gate to the prison where they fought all through the night.

8. Abundant living will develop character.

9. In the early days the Indians brought gifts to the pioneers.

10. They were there throughout the day, and the meeting was characterized by an air of tense anxiety.

11. "Where there is smoke there is fire."

12. Where did you put the catalog of the firm from which they bought the table and sofa?

(Sign name and address in both ink and Braille.)

TWO-CELL INITIAL CONTRACTIONS (Continued)

Section I

COMPOUND INITIAL CONTRACTIONS PRECEDED BY DOTS 4-5

These signs represent five words—two of them composed of letters preceded by dots 4-5, and three formed by placing these same dots before one-cell contractions, as follows:

	Writer	Slate
upon		
word		
these		
those		
whose		

Practice writing these signs. Study again Rules 32, 34 and 35. The same rules apply to these contractions as in the preceding lesson. Note that these signs may be used as both whole or parts of words.

Exercise 1

Write the following exercise to be submitted to the instructor:

1. He stated upon his word of honor that it was true.

2. Whose books are these, and those on the table?

3. These are copies; those are the original paintings.

4. She is the author whose book is now so widely read.

5. The final results will depend upon what they can accomplish within the next few days.

6. There was a large rathole where the dog was able to crawl through the wall.

7. Upon inquiry word was brought that those whose papers can be signed will be able to leave.

8. There is the man whose home is built in the clearing where these trees will not grow.

9. Those who win success do so only through hard work, not by words alone.

10. Under the new regime they look upon the officials as people who work constantly, and are given to few words.

11. He bought those apples through a dealer who depends upon the sale of fruit for a living.

12. These words are written for a composer whose music is well known for its quiet beauty.

13. A partial survey of the work was made through an agency whose office is located in a high, concrete building.

14. The interview revealed that the man telephoned from a room in which the atmosphere was filled with smoke.

15. The foreman believes in the principle that his word is law.

(Sign name and address in both ink and Braille.)

Section II

COMPOUND INITIAL CONTRACTIONS PRECEDED BY DOTS 4-5-6

The following six contractions consist of five letters and one one-cell word sign preceded by dots 4-5-6:

	Writer	Slate
cannot		
had		
many		
spirit		
world		
their		

With the exception of **had** and **their,** these signs appear rather infrequently in general literature and often, therefore, are not easily remembered. Memorize them carefully. As is true with the signs learned in Section I, the same rules of usage apply here as to the signs learned in Lesson Six. They may also be used as both whole and parts of words.

Exercise 2

Write the following exercise to be submitted to the instructor:

1. They had many friends in all parts of the world.

2. Their spirit of loyalty cannot be broken.

3. The same crops cannot be grown in every part of the United States.

4. She leads a spiritual life, which cannot hold many pleasures.

5. They had many lonely hours during the night; but their spirits rose as dawn came over the world.

6. "Their Hearts Were Young and Gay", is a charming book and has been read by many people.

7. We came upon them suddenly in the cave where they had hidden the supplies.

8. She cannot forget the name of the young friend who played a large part in the building of her character as a child.

9. Mother had many friends who were there in their bright spring dresses.

10. Some people believe in Spiritualism; many others cannot accept these doctrines.

11. These spirited horses had been well-trained, and had won many races when the World War began.

12. They had the party here in the yard where you can see the valley through those trees.

13. They stored their baggage in these lockers and worked all day without speaking a word to the neighbors.

14. Upon further knowledge of details we learned whose homes were involved, and where the trouble lay.

15. Some of my friends state under oath that the spirit and character of the child are all that can be desired.

(Sign name and address in both ink and Braille.)

Note: Lessons Six and Seven complete the study of the initial compound contractions.

LESSON EIGHT

TWO-CELL FINAL CONTRACTIONS

There are fourteen compound final contractions which may be divided into three groups, composed of three different combinations of dots preceding the final letters of the signs. Observe that the combinations of dots used in forming the final signs are not the same as those used in forming initial contractions. Note also that compound final signs may be used *only* as part words and *may not begin words*, although they may be used at the beginning of a line when a word is divided.

Section I

COMPOUND FINAL CONTRACTIONS PRECEDED BY DOTS 4-6

This group of signs consists of five contractions, as follows:

	Writer	Slate
ound		
ance		
sion		
less		
ount		

Study Rule 33. Do not use these signs as whole words, e.g., spell out the word "less". Neither should they begin words, e.g., use **ance** in "clearance" but not in "ancestor". These signs may be used, however, at the beginning of a line in divided words. Observe Rule 35 in the use of these signs.

Exercise 1

Write the following exercise to be submitted to the instructor:

1. There is a chance that her chosen profession will be a blessing to her.

2. They found that they will be able to count on the new pension plan to be passed by the legislature.

3. The Commission reached many important decisions as the result of an all night session.

4. From the top of the mountain the view of the country for miles around is an endless stretch of indescribable beauty.

5. They balanced their account and found that it was useless to retain their possessions.

6. The ancestral mansion is situated in the country where the grounds are spacious and well-cultivated.

7. She learned to dance in only a few lessons.

8. There are countless instances during the year when the rainfall is far less than the amount needed.

9. When the county boundary line was established, concessions were granted to those whose incomes were limited.

10. Some persons show less spirit of defiance in public life than when dealing with their friends.

11. Words only cannot advance the state of the working world.

12. Here they had planned to establish their school where the bus line runs through the grounds.

13. Through the accuracy of those plans we are able to determine the amount of time needed to construct the building.

14. These cartons contain their only provisions; place them there in the baggage car.

15. It was found best to call for a suspension of lessons and other activities in compliance with county emergency measures.

(Sign name and address in both ink and Braille.)

Section II

COMPOUND FINAL CONTRACTIONS PRECEDED BY DOTS 5-6

There are seven contractions formed by placing dots 5-6 before letters, as follows:

	Writer	Slate
ence		
ong		
ful		
tion		
ness		
ment		
ity		

Study these signs carefully. Learn to distinguish between **ance** (dots 4-6, e) and **ence** (dots 5-6, e); **sion** (dots 4-6, n) and **tion** (dots 5-6, n); **less** (dots 4-6, s) and **ness** (dots 5-6, s); **ount** (dots 4-6, t) and **ment** (dots 5-6, t).

The same rules apply to these contractions as to those presented in Section I. None of these signs has whole-word meaning, and they also may not be used to begin words. They may be used, however, at the beginning of a line in the case of divided words, e.g., use **ful** in "aw**ful**" but not in "fulfill"; use **ment** in "monu**ment**" but not in "**mental**". Always observe Rule 35, e.g., "un**men/tion/ed**".

Exercise 2

Write the following exercise to be submitted to the instructor:

1. Patience and confidence are among the essential requirements for those who enter the teaching profession.

2. In her comment she states that our City Park is more beautiful than any she has seen.

3. He studied the question with a thoroughness that defies description.

4. Kindness is sometimes mistaken for moral weakness.

5. The existence of a white man among the natives was given full publicity.

6. His commentary had reference to the election of a candidate whose fitness for the work will benefit the community.

7. The advertisement brought more business to the city, and the existence of a strong, powerful company came to public attention.

8. She cancelled the engagement and mounted the stairs in silence.

9. It is his prediction that the procession will march in full costume.

10. "It was a moonless night; not a single star pierced the complete darkness."

11. With the appearance of the soloist the audience waited in silence for his first beautiful song.

12. Those careless days were filled with happiness when they took possession of the house and lived under the protection of the state.

13. When the time came for voting the members were counted as they entered the basement room.

14. Young people count Commencement time as an event of special importance.

15. During the absence of the violinist they danced to the accompaniment of the piano.

(Sign name and address in both ink and Braille.)

Section III

COMPOUND FINAL CONTRACTIONS PRECEDED BY DOT 6

There are only two of these signs, each of which represents two syllables, as follows:

	Writer	Slate
ation		
ally		

Learn the difference between **sion** (dots 4-6, n), **tion** (**does** 5-6, n) and **ation** (dot 6, n); and between **ity** (dots 5-6, y) and **ally** (dots 6, y). Remember not to use the contraction **ally** as a whole word. Do not use these signs at the beginning of words, but use them at the beginning of a line in divided words. Observe Rule 35.

Exercise 3

Write the following exercise to be submitted to the instructor:

1. The association usually meets every month.

2. Their vacation was especially happy when these friends were there.

3. The first line of our national anthem is considered by many people to be grammatically poor.

4. There is an unusually cordial relationship among the workers in the department.

5. "Taxation without representation is tyranny."

6. Reservations were made for those who attended all sessions of the convention.

7. The youngest child automatically assumed full responsibility for the care of his dog.

8. The delegation was thankful for the opportunity to hear the comments of a professionally trained lawyer.

9. They worked hard until word came that the journey around the world had actually been completed.

10. They cannot decide upon a board of trustees until they are in possession of an established educational program.

(Sign name and address in both ink and Braille.)

Note: This lesson completes the study of the compound word signs.

ABBREVIATED WORDS

Seventy-three of the 185 contractions comprising Standard English Braille consist of abbreviated words. These 73 signs are listed alphabetically on page 129. For purposes of instruction, however, the abbreviated words are presented in Lessons Nine and Ten in more or less homogenous groups. In learning the abbreviated words, study carefully Rules 37 and 38 governing their use. Do not use the period with abbreviated words except when it is called for in the text for proper punctuation of sentences.

Section I

The fourteen abbreviations of approximately the greatest usefulness (in descending order) are as follows:

him	hm	good	gd
would	wd	great	grt
about	ab	must	mst
said	sd	such	sch
its	xs	should	shd
little	ll	much	mch
could	cd	your	yr

Memorize the above abbreviations. It will be found that most of them are obvious and easily recognized. Observe the similar formation of several: "could" (cd), "should" (**sh**d), and "would" (wd); "must" (mst), "much" (m**ch**), and "su**ch**" (s**ch**). It will be noted that "its" (xs) and "your" (yr) are expansions of one-cell signs plus the letters "s" and "r" respectively.

Study Rules 37 and 38. Note that abbreviated words may be used in combination, but only if the additions to them do not result in wrong spellings, *and* if they retain their original meaning, e.g., do not use **must** in "mu**st**ache", or **its** in "cre**dits**". Abbreviations may be used in proper names if they comprise the entire name. Do not, however, use them in combination to express proper names. *Examples:*

John Goodnight Mr. Little

Do not divide abbreviations at ends of lines, although they may be separated from anything added to them in combination, e.g.,

great-
ly

Exercise 1

Write the following exercise to be submitted to the instructor:

1. They said that they would tell him about the change in plans.

2. The good citizens must render such service to the town as will lead to the improvement of its playgrounds.

3. "Great oaks from little acorns grow."

4. Your presence could do much to encourage those who should undertake this special assignment.

5. There was nothing said which could have given him such information.

6. Much good has been accomplished by many Americans of great wealth.

7. They said that they would be there in the morning with as much cement as the car would hold.

8. The modern school buildings in your little town are among its greatest assets.

9. We should have known that the consequences could be tragic, and that the meeting would be most unpleasant.

10. Under its present leadership the development of the project should be much more rapid than would otherwise have been possible.

11. All about him was the great expanse of blue sky and the good, green earth.

12. They said that he should go, but that much would depend upon the weather.

13. We must hear about your first trip by air, with all its adventure and excitement.

14. Mr. Goodman's mustang could run "with the speed of light".

15. He was grateful for the heavy shoulder strap that held the case in position.

(Sign name and address in both ink and Braille.)

Section II

The following fourteen abbreviations are formed by adding letters or contractions to the letter "a", with the exception of "together" (tgr) which is included herewith for comparison with "altogether" (alt):

above	abv	almost	alm
according	ac	already	alr
across	acr	also	al
after	af	although	alth
afterward	afw	altogether	alt
again	ag	together	tgr
against	agst	always	alw

Note the formation of "against" (agst) from "again" (ag), and "afterward" (afw) from "after" (af). Note also the difference in formation of "together" (tgr) and "altogether" (alt).

The same rules apply to these abbreviations as to those presented in Section I, e.g., **according** (ac) may be used in **"accordingly"**, but **across** (acr) may not be used in "acrostic".

Observe that the boy's nickname "Al" could be confused with the abbreviation for "also" (**al**), if the latter begins a sentence. Therefore, always use the letter-sign with the name "Al", if it appears at the beginning of a sentence or paragraph, or when there is any possibility of confusion. (See Lesson Eleven for use of the letter sign).

Exercise 2

Write the following exercise to be submitted to the instructor:

1. According to the above address their residence is located across town, almost in the country.

2. She entered the house after the ceremony, but they had already gone.

3. Although traveling conditions were good, they left much against their will.

4. When the holidays come again, the friends will be together as they always are.

5. There were too many details to be arranged afterwards; also, there were not enough people to handle them.

6. Although she cared for the property above everything else, it was almost always in need of repair.

7. It was after dinner and already late in the evening when they came across the field toward the house.

8. According to an announcement, the decision against the adoption of the bill was altogether satisfactory.

9. He found the clerk to be not only very reliable, but also unusually efficient for one so young.

10. He said that he could go there after the convention although it would be against his better judgment.

11. Your application has already been considered and now, as is always the custom, your name must be submitted to the Board.

12. There was much discussion about locating the memorial above the station, across from the high school.

13. The students could scarcely realize that again it was almost time to make plans for Campus Day.

14. There would be much keen competition for the awards in songs and costumes, together with several feature ceremonies.

15. With all these activities, and afterwards a picnic, this annual homecoming should always be remembered by the college and by many hundreds of visitors.

(Sign name and address in both ink and Braille).

Section III

Learn the following eleven abbreviations:

because	**bec**	between	**bet**
before	**bef**	beyond	**bey**
behind	**beh**	blind	bl
below	**bel**	Braille	brl (capitalize according to text)
beneath	**ben**		
beside	**bes**	children	**chn**

Of these abbreviations, observe that all but three of them are composed of the contraction **be** followed by the next letter of the word involved. They may be easily memorized. Note that "children" is an expansion of the contraction for **child** plus the letter "n" (**chn**).

Review Rules 37 and 38 in connection with these signs. Do not use the **ing** sign with the abbreviation for "Braille", but write "Brailling". To prevent confusion, write "bl**inded**" and "bl**inding**", and not **"bl/ed"** or **"bl/ing"**.

Exercise 3

Write the following exercise, to be submitted to the instructor:

Blind children learn to read and write Braille in kindergarten or first grade. Because of careful train**ing** many of them between the ages of six and ten become masters of the system before they have gone beyond the primary grades. Those who fall below the class are given special instruction in order that they will not remain behind.

With a sound knowledge of Braille these children may enter the public high schools. They can study beside their sighted companions, and need not be considered beneath them in intelligence.

Before their admission into the public schools, blind children even below the seventh grade are given instruction in typewriting. Because they must be able to write for sighted people to read, this knowledge is essential beyond all else. Between Braille and the typewriter they can work beside their fellow-students without fear that the results of their efforts will be beneath requirements.

Several years after the first World War, trained volunteers began to help these students by transcribing their textbooks into Braille. Since that time the service has expanded because of increasing public interest, and there is every possibility that it will be further enlarged beyond its present scope. Behind this great service is the Library of Congress. Those blind persons who seek higher education are fortunate to have such an institution stand beside them and to provide those books in Braille which will make that education possible.

(Sign name and address in both ink and Braille).

LESSON TEN

ABBREVIATED WORDS (Continued)

Section I

Learn the following twelve abbreviated words:

either	ei	paid	pd
immediate	imm	perhaps	perh
letter	lr	quick	qk
necessary	nec	today	to-d
neither	nei	tomorrow	to-m
o'clock	o'c	tonight	to-n

Observe the similar formation of "either" (ei) and "neither" (nei), and of "today" (to-d), "tomorrow" (to-m) and "tonight" (to-n). The abbreviations **to-d, to-m,** and **to-n** should be used to express the words "today", "tomorrow", and "tonight" irrespective of whether or not the ink-print copy uses the hyphen in these words. Always apply the usages set forth in Rules 37 and 38 in writing these abbreviations.

Exercise 1

Write the following exercise to be submitted to the instructor:

1. In order to keep a two o'clock appointment it was necessary to take immediate leave of our hostess.

2. Send that letter either today or tomorrow.

3. Perhaps tonight will be the best time to make a quick survey of the situation.

4. The bills for neither the furniture nor the storage have been paid.

5. The letter should be written in the immediate future in order to arrive very soon after tomorrow.

6. It is necessary to be there either at ten o'clock or before that time if possible.

7. Perhaps they will be paid two days in advance of the scheduled date.

8. Neither of the two boys will come today; perhaps they both will arrive tonight.

9. We have no immediate hope of reaching above our quota tomorrow, or before next month.

10. It was necessary to dictate two letters because one was altogether inadequate.

11. There is an immediate need for ten more reservations between five and six o'clock tonight.

12. It will perhaps be necessary to make a quick journey across the continent before autumn.

13. They read the letter concerning the registration fee which had not been paid by either party.

14. Your quick review of the book will perhaps lead to its immediate popularity.

15. The school will have a program of its own; we will find it necessary to be there tomorrow evening at eight o'clock.

(Sign name and address in both ink and Braille).

Section II

All of the following ten abbreviations represent compound words formed with either "-self" or "-selves", contracted to "f" or "vs" respectively:

herself	herf	ourselves	ourvs
himself	hmf	themselves	themvs
itself	xf	thyself	thyf
myself	myf	yourself	yrf
oneself	onef	yourselves	yrvs

"Himself" (hmf), "itself" (xf), "oneself" (onef), "yourself" (yrf) and "yourselves" (yrvs) are developed from signs previously learned and to which have been added either 'f" or "vs". All of these signs are easily recognized and remembered. Be sure to apply Rules 37 and 38 in their use.

Exercise 2

Write the following to be submitted to the instructor:

1. If she has no time to help today, I will do the work myself.
2. He paid for the book himself from his small allowance.
3. The hostess, herself, called me today by telephone.

4. We must keep ourselves in readiness to make a quick journey.

5. The music, itself, was even more beautiful than the costumes.

6. "... Thou shalt love thy neighbor as thyself."

7. He said, "By invitation, the children helped themselves to a large share of the ice cream."

8. In her letter, she wrote, "At the top of the page appeared the following advertisement: 'Treat yourself to the best'."

9. You will appoint a student council, and govern yourselves.

10. "To help oneself is to overcome a handicap."

11. The plural forms—yourselves, themselves and ourselves—are written in this way to conserve space.

12. He made the check payable to himself.

13. She kept the information to herself until the letter had arrived.

14. The stone, itself, is of considerable value; please accept the gift for yourself.

15. "To believe in oneself is the first milestone to success."

(Sign name and address in both ink and Braille).

Section III

The following twelve abbreviations are somewhat infrequently used, being employed primarily in religious works, such as THE BIBLE. They are easily learned, but as easily forgotten from disuse, and should therefore be carefully studied and ingrained on the memory. It is an error not to use them whenever they appear in texts of any kind.

conceive	**con**cv	perceive	**per**cv
conceiving	**con**cvg	perceiving	**per**cvg
deceive	dcv	receive	rcv
deceiving	dcvg	receiving	rcvg
declare	dcl	rejoice	rjc
declaring	dclg	rejoicing	rjcg

Study Rules 37 and 38, but note particularly Rule 37 in connection with these abbreviated words. Make no additions to them which would

result in wrong spelling; as the use of **declare** (dcl) in "declar/**ation**", or **conceive** in "**conceivable**".

Exercise 3

Write the following exercise to be submitted to the instructor:

275 Riverside Avenue

Pittsburgh, Pa.

Dear Lynne:

True to my promise, I am writing this letter tonight in order that it will be on its way to you tomorrow morning.

How I wish you could have been with us today! We attended the annual gymnastic exhibition at the school for the blind, and it was an experience I shall always remember. We found it necessary to be there long before two o'clock, as the good seats were almost all taken.

The beginning of the program brought an immediate response from the large, enthusiastic audience, and we were quick to perceive the excellence of the physical training being given these young blind people. We found ourselves rejoicing in the charm of the folk dances, and I declare that I have never seen more precise calisthenics. We were much impressed with the complicated drills with wands, Indian clubs and dumbbells, and thrilled with the excitement of the races in rope climbing. Wrestling and tumbling, followed by a fascinating exhibition of swimming and diving, completed a program which was altogether amazing.

I found myself speculating upon what these splendid facilities for physical training can mean, especially to these young people who are without sight. I cannot conceive of better equipment anywhere, and certainly the Porter Memorial Gymnasium might well be the envy of any college or university in the country.

The floor is so designed that the outer concrete portion can be used for rollerskating. Several kinds of apparatus, such as rings, ropes, giant strides and swinging ladders can be lowered from the ceiling, and along the walls are bars for various types of exercise.

The padded floor of the gallery serves as an indoor race track during cold weather. At the far side is a shining brass pole which enables those who consider walking down the stairs a waste of time to drop quickly to the floor below.

In the basement are excellent facilities for swimming. The locker and dressing rooms open into the large main room, with its twelve showers and the beautiful pool of gleaming white tile. It is required that every able-bodied girl and boy shall receive competent instruction in this unsurpassed form of athletics, and one need not deceive oneself in the belief that good vision is essential to good swimming.

Come with us when we visit the school again; you will receive the same inspiration. And when you leave, it will be with a profound admiration for the man through whose generosity the Porter Memorial Gymnasium was paid for, because of his faith in opportunities for the blind.

Sincerely yours,

Donna Jean Willard.

(Sign name and address in both ink and Braille).

Note: This lesson completes not only the abbreviated words, but also all of the 185 contractions of Standard English Braille.

LESSON ELEVEN

Section I

SPECIAL BRAILLE COMPOSITION SIGNS

Because Braille is not truly a literary method of writing, but rather a code or system of shorthand, it is necessary to supply the mechanics of literary good usage in a different manner than in ink-print. For this purpose, Braille employs four composition signs which are peculiar to the system. The first of these, the Capital Sign, has already been presented in Lesson One. The other three are the Letter Sign, the Italic Sign, and the Accent Sign, respectively. As has already been learned, Braille characters are inflexible in form. It is therefore not possible, for instance, to add markings above or below letters to indicate accented letters, or to underscore passages to indicate italics, as may be done in ink-print. Therefore, such identifying marks are always placed *before* the words or letters to which they refer.

The Letter Sign,

Writer Slate

is placed before the first ten letters of the alphabet to distinguish them from numerals, in such combinations as "22a", and before single letters or Braille contractions standing alone to avoid their confusion with the whole words which they represent when given word spacing. Study Rule 13. Note the use of the letter sign with the letters "a", "i" and "o" in writing outlines. (See Appendix C, page 112).

The Italic Sign,

Writer **Slate**

is placed before words or passages which would ordinarily be written in italics in ink-print, to give emphasis. Study Rule 14, and note the use of the Double Italics Sign in passages of more than three words, and of its repetition in long italicized passages of more than one paragraph, or of a series of paragraphs.

The Accent Sign,

Writer **Slate**

is placed before all accented letters in anglicized foreign words. It is also used to indicate the diaeresis, as in "coöperation".

Reference should be made to the dictionary to determine whether or not a word is considered anglicized. (The accent mark can be omitted if the ink-print text omits the accent). Study Rules 10 and 13. Note the use of the Letter Sign instead of the Accent Sign in foreign passages which employ the foreign accented letters.

No special signs for diphthongs are used in English Braille. The letters composing them are written in full. There are, however, special characters for diphthongs when used in foreign languages. (See Rule 11, and Lesson XIII; also Appendix C, for Running Heads and Page Numbers. Review Rule 19, for correct order of signs).

Exercise 1

Write the following exercise to be submitted to the instructor. Identify the exercise as usual on the first line, and write the page number as indicated in Appendix C. The title of the article should appear on the third line. It should also be written as the running head on all subsequent pages. In transcribing the lessons, however, the number of the exercise must always be written on the first line of each page.

A PROFITABLE AFTERNOON

We sat in the café and discussed a résumé of IN OUR WORLD, by Roberta Jane Allen, a personal friend. My interest was first aroused when her young son decided to outline the book for his assignment in English. He divided the subject matter into three parts, and indicated the following subdivisions for classroom discussion:

Paragraphs 2a, 7a, 12a, and 14a. In the second portion he noted: 3b, 10b, 15b, and 16b; while paragraphs 2c, 7c, and 9c, were marked in the last part.

At our request, the author gave us the unpublished manuscript to read, and its pages afforded more than an hour of genuine pleasure and relaxation.

It is a delightful account of life in a school for the blind, where young people, except for visual handicaps, are very normal, and very wide awake. We went into gales of laughter over what may be politely termed "those embarrassing moments"—the humorous experiences of blind people whose desire for independence inspires them to travel alone, at times, with highly amusing results.

Our first reaction was one of sympathy, but this quickly gave place to mingled delight and sincere admiration for these young adventurers who fall into difficulties and manage to get themselves out again. Results—a good story to tell, and a profitable lesson in making four senses do the work of five.

That evening, because I knew the contents to be authentic, at least in part, I read the manuscript in detail. The occasional flashes of rebellion and skepticism are far outweighed by a sound, wholesome philosophy. The following paragraphs attracted my attention, and I read them several times:

"At times the person who is without sight becomes discouraged and tired of the struggle to keep up with a fast-moving world. But if he will take full advantage of the special methods and substitutions devised by those who have his welfare at heart he can be happy and useful to others as well as to himself. The sincere desire on the part of intelligent people to be of service to the blind has awakened public interest and enabled them to lead full, normal lives, with increasing opportunity to minimize the importance of obstacles which are the result of any handicap."

. . . . . .

"Perhaps the most difficult problem to be faced by the visually handicapped is the limitation of *freedom* and *independence*. For some, this has been solved to a considerable degree, but there are many for whom it is

still the one insurmountable barrier to happiness. Whether or not it remains so is to some extent a matter to be decided by the individual. He may accept the various available aids to *independence,* or he may hesitate to do so, not through pride, not through lack of courage, but rather because of an innate reticence which is not conducive to *self-reliance.*"

When I finished reading the manuscript it was with the determination to know people who have visual handicaps, and to work with them. Although the book is not a literary masterpiece, the reader is left with a feeling that he is standing upon the threshold of a new adventure where he can serve others and bring much happiness to himself.

(Sign name and address in both ink and Braille).

Section II

RUNNING HEADS, PAGE NUMBERS, TITLE PAGES, CONTENTS PAGES

Refer to Appendix C, and study the sections covering the above points. Observe carefully the proper spacing for titles, running heads, and page numbers. Examine the format of the sample title and contents pages.

Exercise 2

The information to follow for title and contents pages is given without regard to spacing or alignment. The student is asked to prepare and submit these pages to the instructor, using as models those found in Appendix C, (pages 105-6). Note the order and arrangement of the various items. Be certain that the lines are properly centered and spaced on the page.

For Title Page

TILL DEATH DO US PART A Doctor Fell Mystery Novel by JOHN DICKSON CARR With Permission of Harper and Brothers New York and London Copyright 1944 Transcribed in Standard English Braille By Jane R. Woodworth Sherwood Forrest, Maryland In Four Volumes Volume II Under the Sponsorship of The Library of Congress Washington, D. C. 1946

For Contents Page

FRONTIERS OF ENCHANTMENT CONTENTS VOLUME I Chapter Page
I CARL AKERLEY . . . 1 II LUKENIA . . . 16 III THE KLIPSPRINGER . . . 40

IV New Things . . . 54 V The Waso Nyiro . . . 66 VI The Water-Hole Group . . . 90

(Sign name and address in both ink and Braille).

Section III

POETRY

Study carefully Rule 5 in its entirety. Observe accompanying notes. See Appendix C on Poetry. Note the procedure in writing poetry.

Exercise 3

Transcribe the following poem to be submitted to the instructor:

TO THE SKYLARK

by

William Wordsworth

Ethereal Minstrel! pilgrim of the sky!
   Dost thou despise the earth where cares abound?
Or, while the wings aspire, are heart and eye
   Both with thy nest upon the dewy ground?
Thy nest, which thou canst drop into at will,
Those quivering wings composed, that music still!

To the last point of vision and beyond,
   Mount, daring warbler!—that love-prompted strain,
'Twixt thee and thine a never-failing bond,
   Thrills not the less the bosom of the plain;
Yet mightst thou seem, proud privilege! to sing
All independent of the leafy spring.

Leave to the nightingale her shady wood;
   A privacy of glorious light is thine,
Whence thou dost pour upon the world a flood
   Of harmony, with instinct more divine;
Type of the wise, who soar, but never roam,—
True to the kindred points of Heaven and Home!

(Sign name and address both in ink and Braille).

Section I

MATHEMATICAL SYMBOLS

Unlike ink print, which uses the period, Braille employes a special

Decimal Sign,

Writer **Slate**

The Braille decimal cannot be confused with the Braille italic sign since it is used only in mathematical representations which have already been so indicated by the numeral sign. Study Rule 15-e; also Rule 16-a for the writing of decimal coinage.

Ordinal Numbers are written by placing the proper letter combinations immediately following the number, as "4th", "8vo". It should be noted, however, that when such numbers are composed of numerals immediately followed by one of the first ten letters of the alphabet, a letter sign must be placed between the number and the letter, as in "2d"—meaning "2nd". (See Rule 15-b.) Ordinary numbers used in headings and other passages which are capitalized do not employ capitals for the lettered part of the number.

The Fraction-Line Sign,

Writer **Slate**

is used to separate the numerator and denominator of a fraction thus:

	3/4	5/1000
Writer		
Slate		

In writing **Mixed Numbers,** the fraction is joined to the whole number by a hyphen, and the numeral sign is not repeated before the fraction. (See Rule 15-c-d). Example:

	Writer	**Slate**
8⅞		

The Equality Sign,

Writer **Slate**

preceded and followed by a space, may be used in Braille wherever it appears in ink print.

In writing such symbols as "°" (Degree), "%" (Per Cent), "§" (Section), and "¶" (Paragraph Mark) in conjunction with numbers or letters, the following signs should be used:

	Writer	Slate	
°			(followed by the numeral or letter sign)
%			(followed by the numeral or letter sign)
§			(followed by the numeral or letter sign)
¶			(spelled in full or contracted, and followed by the numeral or letter sign. When paragraphs are not numbered the period should be substituted for the numeral sign. When these signs are used in conjunction with letters rather than numbers, they should be followed by the letter sign and the letter, rather than the numeral sign and the number).

For additional mathematical symbols, and their uses, reference should be made to MATHEMATICAL NOTATION; 2ND AMERICAN REVISION, 1942. (See Appendix E, Page 121). It should be noted that the use of Braille mathematical symbols is confined in the main to technical books and special texts, since these signs are not usually familiar to the majority of Braille readers.

Exercise 1

Although the following exercise cannot be considered good writing procedure, the student is asked to use the correct Braille symbols for the symbols and words wherever possible. Prepare this exercise for the instructor:

A DAY IN FIGURES

It was August 10th—a delightful morning, with the temperature at 70°, and Mary awoke to the happy realization that the day was all hers.

On the way to the city she wondered how many of the items on her list could be purchased with the $27.75 allotted for the purpose. At least 60% of the money would be needed for food, and 2/3 of what remained must go for hosiery. This item was 2nd on the list, and most important to the several members of the family.

The distance between two of the stores is 3½ blocks, a pleasant walk on a cool summer day. Time passed quickly, and she suddenly realized that 3/4 of the day was gone. It had grown warmer, too, with the temperature now at 80°.

On her way home, Mary read a small book on budgeting, which she had purchased at a small shop on 8th Avenue. Her attention was especially attracted to Section 4, Paragraph 6, because this information would be most helpful in keeping accounts in order. (Use symbols for *Section* and *Paragraph*).

Upon entering her figures in the book she found that $15.75, plus $6.05, plus $2.42, equals $24.22. This sum, together with $1.85 plus $.35, equals $26.42.

It was Mary's third trip to the city during that week, but she was pleased because the day had been a success.

(Sign name and address in both ink and Braille).

Section II

SYMBOLS OF VALUE AND MEASUREMENT

When in ink-print a symbol or a literal abbreviation of value or measurement follows a numeral, the corresponding literal abbreviation or its equivalent, without the period, is placed in Braille immediately before the numeral (or letter) sign. Following is a list of abbreviations which appear frequently:

American Money

		Writer	Slate
$	Dollar sign		
¢	Cent sign		

Foreign Money

	Writer	Slate
£ Pound sterling		
s Shilling		
d Pence		
fr Franc		
rm Mark (Reich)		
rs Rupees		

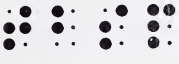
Miscellaneous Symbols

a. Acres		
bbl. Barrels		
bu. Bushels		
° Degree		
ft. Feet		
hr. Hours		
in. Inches		

(the contracted form should never be used in mathematical Braille)

mi. Miles		
min. Minutes		

(contracted or written in full)

	Writer	Slate
mo. Months		
% Per cent		
lb. Pounds		
qt. Quarts		
r. Rods		
tbs. Tablespoons		
ts. Teaspoons		
t. Tons		
yd. Yards		

An additional list of such symbols may be found in MATHEMATICAL NOTATION; 2ND AMERICAN REVISION, 1942, on pages 5-9. (See Appendix E). Other symbols may be developed by placing the standard abbreviation authorized by any recognized dictionary before the numeral sign without a space, as in the list given above. *Note:* In a sequence of related terms, only the abbreviation for the larger quantity is used, and the lesser quantity, with the numeral sign, follows without a space. *Examples:*

35°0′45″

Writer

Slate

4 yds, 2 ft, 3 in

Writer

Slate

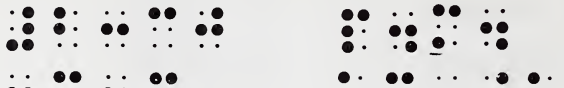
3 hrs, 20 min, 4 sec

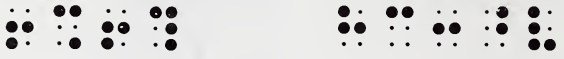
Writer

Slate

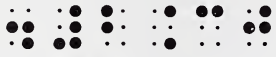
Exceptions to this practice (see Rule 16-a) occur in writing decimal coinage (See Lesson XII, Section 1) and in expressing a definite point of time when the colon, dots 2-5, should be placed between the hours and minutes, and the numeral sign not be repeated (See Lesson II, Section 2). *Examples:*

2:30 p.m.

Writer 

Slate 

$2.30

Writer 

Slate

Exercise 2

Write the following exercise to be submitted to the instructor. Use the correct Braille symbols for the symbols and words wherever possible.

AN ENJOYABLE VISIT

The home of two friends whom we recently visited is situated 10 miles from the city on an estate of 25 acres, about 1500 feet above sea level. These friends had returned from Europe 2 months prior to our visit, and they had many beautiful things for us to see.

There was a handbag from London which cost 2 pounds, a pin worth 16 shillings, and a pair of shoes for 1 pound, 10 shillings, 8 pence. From France they had purchased perfume at 40 francs, while from Germany came two mechanical toys for the children at a price of 50 reichmarks. At their original value, 1 pound, plus 10 shillings, plus 8 pence equals seven dollars and sixty-six cents, 40 francs equals eight dollars, 50 reichmarks equals ten dollars.

In the large cellar were two barrels of flour, 25 bushels of potatoes, 15 tons of coal and many other items. 65 per cent of the shelf space was filled with containers of various kinds, and 40 per cent of those containers held many rare wines imported from France and Spain.

About 25 yards from the house is a swift, beautiful, little stream with a maximum depth of 6 feet. The water is crystal clear and cold, and has

an average temperature of 60 degrees. Here we spent 2 hours in pleasant conversation and listening to the songs of many birds.

That evening at dinner our hostess admitted that one secret of her famous tomato juice cocktail is the addition of 1 teaspoonful of Worcestershire sauce and one tablespoonful of chopped onion, together with certain other ingredients. What these ingredients are still remains her secret.

We chose the long way home, by way of the beautiful Woodland Road, and reached our destination in 1 hour, 15 minutes, 25 seconds. In the car, we were surprised to find a parting gift of 5 quarts of Spanish wine. Such a gift will be reserved for special friends on special occasions.

(Sign name and address in both ink and Braille).

Section III

ASTERISK, FOOTNOTES, REFERENCES

The asterisk is represented in Braille by a two-cell character:

	Writer	Slate
*		

preceded and followed by a space when unnumbered. It is used to represent not only the ink-print asterisk, but also the dagger, double dagger, cross and other signs of reference found in ink texts. (Study Rule 8.) If the ink-print copy employs more than one sign of reference, more than one of which appears on a single Braille page, the asterisk should be numbered without a space between it and the number, but with a space both preceding the asterisk and following the number. *Examples:*

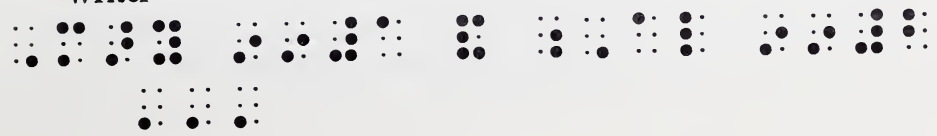
The 26* libr*a*ries . . .

Writer

Slate

Mary[1] *and* Al[2] . . .

Writer



Slate

Marginal or Footnotes may be inserted in one of several ways (See Rule 9) :

a. Short and infrequent footnotes may be written at the bottom of the page as in print. In such instances, an asterisk is inserted in the text where the reference occurs. A line of dots 2-5 is placed across the page immediately between the text and the footnote, and the asterisk is repeated before the note. (This method is usually impractical, although more useful to the blind reader, because it necessitates measuring out the space required for the footnote and the line of dots to allow room for the note at the bottom of the page below the text.) If a footnote is too long to be completed at the bottom of the page on which the reference occurs, it may be carried over to the lower portion of succeeding pages. The line of dots 2-5 must be inserted between the text and the note on all pages, but the asterisk should not be repeated after the first page on which the footnote begins. Not less than five lines of text must be included on each page, even though this necessitates carrying over the footnote for several pages.

b. Short notes, consisting of a few words or short references may be inserted in the text itself immediately after the word or words to which they refer. Such notes should be enclosed in square brackets.

c. Longer and/or numerous notes should be placed at the end of the volume in which the references occur. The references in the text must be numbered consecutively throughout *each volume* and be preceded by the asterisk. The footnotes are placed at the end of the volume, and begin a new sheet. The title NOTES should be centered in the third line. The first sheet of notes should be numbered consecutively from the last page of text. Note numbers (without the asterisk) begin at the margin, with one space between them and the page and line numbers where the reference occurs in the Braille text. Note numbers should always begin with #1 in each volume. The margin of the text of the note after the first line should always be indented three cells, in order to outdent the note numbers. When counting the Braille lines of text to determine the line on which the reference to the footnote occurs, do not count the blank lines.

When the saving of space is essential, and the meaning would be obvious to the reader, *references* in either text or notes may be contracted, thus:

Writer

Chapter 4, page 50, line 8

Volume I., pp. 9-15

Pages 8 and 21

Heb. vi. 9 or

Slate

Chapter 4, page 50, line 8

Volume I., pp. 9-15

Pages 8 and 21

Heb. vi. 9 or

Exercise 3

In the following exercise to be submitted to the instructor, write all references according to Rule 18:

Blind students are attending schools of higher education in ever-increasing numbers. As a means of study, some of them employ fellow-students who serve as readers,[1] while others use books which have been transcribed into Braille.[2] They attend classes with sighted students, participate actively in recitations, and take all lecture notes in Braille. The amount of laboratory work they can accomplish is determined largely by the type of subject in question, and also by the extent to which they can receive assistance from members of the class.

Many of these students solve the problem of examinations by copying the questions into Braille from dictation, and taking the examinations at the same time as the regular class (in a separate room, using typewriters), thus requiring no extra time to be given by the instructor.

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[1]Several of the states provide financial aid to blind students which enables them to employ readers. There are some students who receive such assistance through scholarships or similar enterprises, but there are those who must assume these expenses without assistance of any kind.

[2]Copies of some standard textbooks are placed in the various libraries for the blind. For the most part, however, single copies of textbooks for college students are transcribed by trained Braillists. When these books are no longer needed by the students they are placed in library collections where they will be available to other students.

Several of the colleges require the students to take the examinations orally, but in most instances they follow the above procedure.

In a number of the colleges blind students are admitted without special requirements. Others will accept them, but only under specified conditions; while still others will not admit students who are without sight.

For an enlightening survey of higher education for the blind, read: "The practices of American colleges in regard to blind students", by Herbert H. Stroup, *Outlook for the Blind and the Teacher's Forum*, Volume 40, Number 6, June, 1946, pages 151 to 158. (See Rule 18.) The item relative to the facilities in Braille appears under Question 9, page 151, column 2, line 3. It proves the inadequacy of college texts in Braille and indicates the need for trained transcribers who will undertake this phase of service to the blind.

(Sign name and address in both ink and Braille.)

LESSON THIRTEEN

FOREIGN LANGUAGES

Foreign words and passages appearing in italics in English books should be written in full spelling, and the proper Braille characters should be employed for the accented letters and diphthongs. (For the individual signs, see Appendix D, pages 113-120). In order to distinguish the accented letters and diphthongs in foreign words from English contractions, the letter sign must be placed before foreign words containing such accents where they occur in English texts. Always be sure to use the French accented letters when writing French passages, the Spanish accented letters and punctuation signs when writing Spanish, the German accented letters and the diphthongs when writing German, etc. When *unitalicized* foreign words containing accented letters appear in English books, insert dot 4 before the accented English letter, and omit the letter sign at the beginning of the word and the foreign accented letter character.

Foreign language books embossed in the United States are written in full spelling, plus the foreign accented letters and diphthongs, together with the usual English composition and punctuation signs.* See Appendix D for the signs for the individual languages. In foreign language *books*, do not use the letter sign to indicate the accented letter value, since there can be no confusion in such books between these accented letters and English contractions. Consult foreign language grammars for the proper division of words at ends of lines.

*Note: Dot 6 for the Capital Sign and Dots 4-6 for the Italic Sign are peculiar to American and English Braille. In other countries, our Italic Sign (dots 4-6) represents the Capital Sign, and dots 4-5-6 the Italic Sign. Do not use these signs in foreign language books written for American readers.

Section I

FRENCH AND ITALIAN

Study Appendix D, pages 114-116, for the correct Braille characters to be used in expressing accented letters for these languages. Memorize these signs.

Exercise 1

Write the following exercise to be submitted to the instructor:

From Elliott Paul. The Last Time I Saw Paris. New York, Random House, 1942.

On my way to the kitchen, where I intended to compliment the fat, drunken cook on the quality of the menu she had prepared (for the *maître d'hôtel*) I paused briefly to give the pair my blessing, which was disguised by the conventional *"bon jour"*, *"bon appétit"*, *"Comment allez-vous, madame et monsieur"*, and *"à tout à l'heure"*. Pierre politely asked me to sit down, to which I replied that I would do so a little later. Such rituals as these were spoken with warmth, in inverse proportion to the likelihood of their fulfillment. The celebrated *politesse française* had nuances and ramifications equal to any and all occasions . . .

"Dis donc, toi. Tu t'es bien reposé." *Agent* Benoist would inquire rocking back and forth on the heels of his well-polished regulation shoes.

"Pas mal, je vous remercie," L'Hibou would reply . . . . . L'Hibou: "Monsieur, you have a frivolous idea of duty. Come out in the cold, indeed! *Le gouvernement français* is not paying you to toast your *derrière* on a brazier . . . "

Madame Absalom (From the second-floor window of No. 28, where she slept) : *"Alors, bavardeurs. Est-ce que vous allez trompeter pendant toute la nuit, pour embêter les gens honnêtes? Foutez le camp, tous les deux. Vous valez également à deux fois rien."* (Now then, windbags. Do you intend to trumpet all night, to annoy honest folk? Scram, both you. You are equally not worth a whoop!).

From Jean Cocteau. Les Enfants Terribles. Paris. B. Grasset, 1929.

Ce soir-là c'était la neige. Elle tombait depuis la veille et naturellement plantait un autre décor. La cité reculait dans les âges; il semblait que la neige, disparue de la terre confortable, ne descéndait plus nulle part ailleurs et ne s'amoncelait que là.

Les élèves qui se rendaient en classe avaient déjà gâché, mâché, tassé, arraché de glissades le sol dur et boueux. La neige sale formait une

orniere le long du ruisseau. Enfin cette neige devenait la neige sur les marches, les marquises et les facades des petits hôtels. Bourrelets, corniches, paquets lourds de choses légères, au lieu d'épaissir les lignes, faisaient flotter autour une sorte d'émotion (naïve,) d'oressentiment, et grâce à cette neige qui luisait d'elle-même avec la douceur des montres au radium, l'âme du luxe traversait les pierres, se faisait visible, devenait ce velours qui rapetissait la cité, la meublait, l'enchantait, la transformait en salon fantôme.

Ibid:

"Il n'y a rien à raconter, m'sieur. On lançait des boules de neige. Je lui en ai jeté une. Elle devait être très dure. Il l'a reçue en pleine poitrine, il a fait 'ho! 'et il est tombé comme ça. J'ai d'abord cru qu'il saignait du nez à cause d'une autre boule de neige."

Ibid:

En face de son sang-froid, les enfants éclataient de rire, feignant alors de le trouver ridicule, "héroïque" et de pouffer entre eux de choses qui le concernaient et dont ils faisaient mystère.

(Sign name in both ink and Braille at the bottom of the page).

Section II

SPANISH

Study Appendix D, pages 116-117, for the correct Braille characters to be used in expressing Spanish accented letters and special punctuation signs. Observe that there are special Braille signs for the question and exclamation marks in Spanish Braille that are different from those used in English Braille. Note, also, that these two signs must be used both at the beginning and the end of Spanish sentences wherever they occur.

Spanish ink-print books sometimes employ the dash in place of the quotation. In Braille, the double quotation signs should always be used.

Exercise 2

Write the following exercise to be submitted to the instructor:

From John Dos Passos. Rocinante to the road again. New York, G. H. Doran, 1922.

"*Buenos días, señores viajeros*", came a cheerful voice. They found they were walking in the company of a man who wore a tight-waisted overcoat of a light blue color. . . . He shrugged his shoulders.

"¡*Qué vida*! What a life!"

And the last they heard from him as they left him to turn into the manure-littered, chicken-noisy courtyard of the Posada de la Luna was, "¡*Qué pueblo indecente*! . . ."

. . . the song that ended every verse with "*y mañana Carnaval.*" . . . The *padrón* stuck out his chest, put one hand in the back sash that held up his trousers and recited, emphasizing the rhythm with the cognac bottle:

'Aquí está Don Juan Tenorio;
no hay hombre para él . . .
Búsquenle los reñidores,
cérquenle los jugadores,
quien se précie que le staje,
a ver si hay quien le aventaje
en juego, en lid o en amores.'

"¡Qué bonito! How pretty!", cried the old hunchback woman. . .

From Juan Ramon Jimenez. Españoles de tres mundos. Buenos Aires, Editorial Losada, 1942.

Bécquer tiende una mano, se echa en el redondo vendaval y ale con él de la gran madreselva, su momentáneo refujio del súbito chaparrón tronador de mayo, instante grato de suave penumbra olorida para su desesperanza. Tembloroso, cianótico, tosedor, cojiéndose al mismo tiempo contra la ola alta su inquisto sombrero de copa, envuelve. lucha difícil, en la capa corta que le tapa apenas la friolencia del minuto de entretiempo verde y ciclón, polvo y gota, el arpa irreal . . . La rapto, entonces, aquella mañana en el ángulo oscuro del salón, llenas sus cuerdas desnudas, como el almendro de flor, de alas dormidas. ¿Dónde se la lleva a abrir sus notas? ¡Qué confusión: madreselva, ahogo, entretiempo, mujer, escalofrío, ideal. arpa! Arpa o mujer, curedo o brazo, sueño; todo el amor intanjible:

(Sellando con un beso su traición).

(Sign name and address in Braille at the bottom of the page).

Section III

GERMAN: FOREIGN DIPHTHONGS

Study Appendix D, page 118. Learn the German accented letters and the diphthongs.

Exercise 3

Write the following exercise to be submitted to the instructor:

From Nora Waln. Reaching for the stars. Boston, Little, Brown, 1939.

I crossed over to the *Weisser Hirsch* side, intending to walk a way and then take a tramp up to the *Kurpark;* but the newly grown grass was a lovely green on this bank of the river, and a group of pretty children played a springtime *Ringelreihen.* Rosy-cheeked, they joined hands and circled. Confidence of life was in their every movement as they sang: *"Wir drehen uns, die Wange glűnt und Freude fullt die Brűst."*

"Du liebe Gűte", exclaimed German friends when they heard of the translation in progress. "Why didn't you make the publisher hire a well-known German translator?" . . .

The House of Exile sounds too much like a detective story in German. We searched for another title until the translator's husband made us a gift of *Sűsse Frucht bittre Frucht China,* meaning "Sweet and Bitter Fruit of China."

"this bit of weather wisdom":—

Blűnt die Eiche vor der Esche
Gibt's im Sommer grosse Wäsche.
Grűnt die Esche vor der Eiche
Gibt's im Sommer grosse Bleiche.

(Buds the oak before the ash,
There will be a great washing in summer.
Green the ash before the oak,
There will be a great bleaching in summer.)

"So leb' denn wohl, du stilles Haus,
Ich zieh' betrűbt von dir hinaus;
Ich zieh' betrűbt und traurig fort,
Noch unbekannt an welchen Ort."

(So fare thee well, thou quiet house,
Grieving I leave thee;
Grieving and sad I go forth,
Not yet knowing whither.)

(Sign name and address in Braille at the bottom of the page.)

REVIEW

The exercise to follow is to be submitted as a small manuscript, with title page prepared according to the model in Appendix C.

Before beginning the transcription, review carefully the introductory material immediately preceding "General rules, etc." in Appendix A. Review also all of the rules with special emphasis upon rules 23, 25, 28, 29 and 30.

THE FAITH THAT REMOVED THE MOUNTAIN

By Carra Linda Grey, J. S. Alden Company, Grove Point, Michigan, Copyright, 1948.

Many of the children in the school for the blind looked forward to Saturday morning with delightful anticipation, but to four little girls it brought the terrifying prospect of another lesson in swimming. To learn the various strokes in good form was one thing; to overcome fear of the water was quite another.

Then came that happy day when general science revealed the startling fact that salt water is heavier than fresh, and that one can swim with greater ease in salt water. A thought flashed in Jean Russell's quick mind, became an idea, and emerged as a firm decision.

That evening, four young conspirators held a meeting, and at its conclusion they knew that all their troubles would soon be over. . . . . .

The next day, (after dinner), the waitresses found to their consternation that the salt containers on several of the tables were empty, (they had all been filled the day before), but fortunately they were too busy to investigate the reason.

Again came Saturday morning. This time it held no terrors for the children. At eight thirty they gathered their equipment for swimming and hurried to the gymnasium with junior class B. There was a heated quarrel as to who would carry the precious "life-saver", and now Roberta Jane held it tightly, concealed in suits and towels.

Ready for swimming, the noisy youngsters took their showers and began pushing one another into the pool. Above the din, Randolph Perry's voice rang out sharply: "All right now, everybody in; let's get going!" Intent upon instructing one of his small pupils he failed to observe the four little girls lingering at the side of the pool near the deep end. Jean, whose eyes were very weak, but very alert*, watched him carefully.

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*More than 50% of students in schools for the blind possess varying degrees of vision which they use to the fullest advantage, both for themselves and for their companions who travel the same road without benefit of sight.

"Hurry up, Rob, he's not looking." They waited breathlessly while Roberta unrolled the bundle and removed the top from a small jar. Then, with solemn deliberation, she poured ½ *pt.* of salt into *8 ft.* of water. Jean snatched the empty jar and rolled it away into a corner just in time.

The instructor glanced toward the girls as they walked down the steps into the water. Anticipating their usual reluctance to swim alone, he was about to call out a word of encouragement; then he stopped in amazement. One after the other, the youngsters with perfect confidence left the rail and after considerable floundering managed to swim across the pool. His astonishment grew as he watched them do this several times without assistance, with squeals of delight. He had made progress with ⅔ of the class, but not so with these unpredictable children.

"I can't understand them," he said to one of his fellow-teachers that evening. "I've worked with them for weeks. They know the strokes, but they're still afraid of the water—that is—they were, until today. Before I had time to say a word they were in, swimming like they had never heard of fear."

. . . .

With the children that incident was, for a short time, a closely guarded secret, but for Randolph Perry, who resigned his position at the close of the year, it is to this day an unsolved mystery.

(Sign name and address in both ink and Braille.)

THE PREPARATION OF BRAILLE MANUSCRIPT

In the transcription of a manuscript, emphasis is placed upon the necessity of following the print copy. Additions, omissions or alterations cannot be made unless by special arrangement with publishers or copyright owners.

For instructions in the numbering of pages, the location and form of titles, paragraphing and spacing, see Lessons Two (page 4) and Eleven (page 47) ; Appendix A, Rule 4 (page 71) ; and Appendix C (page 101). The Braillist must have this information well in mind before beginning the transcription.

THE TRIAL MANUSCRIPT

The student who has successfully completed the fourteen lessons which comprise the course in Standard English Braille is now qualified to prepare

and submit the final examination. The "trial" manuscript must contain not less than fifty pages of Braille if the paper is of standard size, 11 by 11½ inches, allowing 25 lines of 36 Braille cells to the page. If the sheets are smaller in size, the student is required to submit 60 such pages.

The choice of material is left entirely to the student. If one article or story is not of sufficient length to meet requirements, others must be added. It must be understood, however, that such additional material shall be complete in itself. It is not advisable for a student to submit a portion of a book as a trial manuscript with a view to finishing it after certification. For all practical purposes this manuscript should be considered entirely apart from that which is transcribed by the same student who has become a certified Braillist.

If poetry is selected, 60 pages must be transcribed. Because of the large amount of space utilized in the writing of poetry the transcription must comprise ten pages in addition to the required number. Although this type of material may appeal to the student, prose offers greater opportunity for practice and experience. It is, therefore, preferable to poetry for these final examinations.

The material for the trial manuscript should be selected from a current periodical whenever possible. Many blind persons in their homes, in hospitals and various institutions receive pleasure and benefit from these manuscripts. Therefore those which are not to be returned after they are examined are forwarded to the individuals who wish to have them.

In the preparation of the trial manuscript, two points should be noted: first, that it shall contain the required number of pages; secondly, that it shall be forwarded to Washington exactly as it has been transcribed, without having been read by the local instructor. The ink-print copy need not be submitted with a transcription which is made before the student is certified.

If the first manuscript is not satisfactory, the student may have the opportunity to take a second examination. Under no circumstances, however, can the same material be recopied. Should this manuscript also result in failure, arrangements can be made for a third manuscript which may be submitted only after a period of six months has elapsed, during which time the student is asked to gain the necessary practice and experience. If this third examination also should prove unsatisfactory, no further opportunity can be given for certification.

The title page is an important part of any manuscript. Special attention should be given to the arrangement of the lines on the page as well as to the information to be recorded. It should conform as closely as possible to the model title page given in Appendix C, page 105, and it should be prepared only after detailed study.

If there is a subtitle, it should appear on the title page just as in inkprint. The name and date of issue of the periodical from which the material is taken must also be given.

In order to insure the safe arrival of a manuscript, and also, to facilitate its acknowledgment, two precautions on the part of the student are necessary: a note in both ink and Braille bearing the title, author, transcriber and the number of pages should be attached to every manuscript. Simultaneously, a covering letter should be mailed which contains this same information in addition to the statement that the manuscript is being forwarded to the Library of Congress on a specified date. Inquiry should be made if acknowledgment has not been received within a reasonable length of time.

THE CERTIFIED BRAILLIST

A certificate of proficiency is awarded by the Library of Congress to the student who has successfully passed the final examination in Standard English Braille. As a qualified Braillist he is ready to transcribe any text, and with the aid of the various codebooks he is also able to copy technical material which is needed by blind students and professional workers. (For information relative to the official codes for technical Braille symbols see Appendix E, page 120.)

Assignments for transcription are obtained either through the chairman of the local unit, or directly from the Library of Congress. Because textbooks in Braille are so urgently needed by college students, as many as possible of the certified transcribers are encouraged to confine their efforts to this field of service. It is the only means by which such books can be made available; therefore, the assistance of all Braillists who are interested in this work is both imperative and essential to the education of the adult blind.

Permission from authors and publishers must be secured for the transcription of all books to be placed in libraries for the blind. Such permission for hand-copied books should be obtained through the Library of Congress in order to avoid unnecessary duplication of press-Brailled and hand-copied books, and to facilitate the maintenance of complete records. Since the publishers prefer to deal with organizations rather than with individuals, transcribers are requested to refrain from communicating with the copyright owners.

The manuscript is proofread either by certified local proofreaders who work with the transcribers, or by proofreaders who receive their assignments through the Library of Congress. In the latter instance the manuscript must be forwarded to the Division for the Blind, Library of Con-

gress, Washington 25, D. C. From this point it is assigned to the first available proofreader. It should not be shellacked until all necessary corrections have been made and the pages recopied. This will insure adequate preservation of the Braille pages and facilitate its preparation for binding.

The print copy from which the transcription is made should be included with every Braille manuscript to be proofread. This will aid in the clarification of doubtful points and enable the proofreader to make a fair and accurate report to the transcriber.

Braille manuscript should be prepared for mailing in accordance with instructions given on page XII. These instructions should be read carefully and followed in every detail.

Attention is directed to the following important point: Manuscripts destined for proofreading and finally for general circulation through the libraries cannot be accepted in installments. Because of the difficulties in acknowledging and recording such material, transcribers are asked to hold all manuscripts until all volumes are ready for mailing.

The completed books are placed in those libraries for the blind where it is believed they will serve the readers to the best advantage. Many of them go into the Library of Congress collection, while others are presented to other distributing libraries for the blind throughout the country.

RULES GOVERNING THE WRITING OF BRAILLE

(As set forth in the official codebook STANDARD ENGLISH BRAILLE GRADES I AND II, with explanations by The Library of Congress, and additional clarifying notes for the benefit of embossers)

The writing of correct Braille presumes a knowledge of correct literary form on the part of the embosser. Many of the problems which arise in the transcription of material into Braille may be solved in accordance with the rules of good English usage. For example: Words are not divided between pages, the first part not being included at the bottom of one page and the remainder at the top of the next. When it is necessary to divide words at ends of lines, such divisions should be made between syllables. Transcribers are urged not to "guess at" syllable divisions, but should rely constantly on the dictionary, preferably Webster's NEW INTERNATIONAL, latest edition, or one of the abbreviated editions of this work. The employment of correct literary form on the part of the embosser also requires a sense on his part of the proper presentation of the text on the Braille page, so that the material becomes as intelligible to the finger as it is in ink print to the eye.

In addition to the above qualifications, a good transcriber must have a complete and thorough mastery of the rules of Braille usage. In 1932, when Standard English Braille was adopted as the official code for all the English-speaking peoples, thirty-eight rules were laid down for the writing of Braille.

The American Committee on Uniform Type undertook to clarify these fundamental rules for American Braillists, and their findings were adopted in 1936 by the Division for the Blind of The Library of Congress in the embossing of all books produced under its supervision. From time to time, additional explanations of doubtful points have been adopted by The Library of Congress, and these, together with other suggested practices which are in accordance with good Braille usage, are included below for the benefit of transcribers and stereotypists. In the following rules, the official rules as laid down by the codebook are printed in bold-face type; The Library of Congress explanations and practices are printed in regular Roman type.

GENERAL RULES

(1-19 inclusive)

1. **PUNCTUATION SIGNS, HYPHEN, APOSTROPHE, ETC.—In the use and order of these signs the practice of ordinary print must be followed.** (See also Rule 19, page 84).

a. All punctuation and composition signs, except the ellipses (See Rule 3, page 70) and the asterisk (See Rule 8, page 74) belong to the words which they precede or follow and are never separated from them by a space.

b. Leave no space before or after a hyphen or dash. The dash may be written at the end or at the beginning of a line but it cannot be divided. If it is necessary to write the dash ending a paragraph at the beginning of a Braille line, the last word or syllable immediately preceding it should also be carried over. The hyphen must not be placed at the beginning of the line.

c. In ending a line of Braille, it sometimes appears that a word must be hyphenated and the closing syllable carried over to the next line. The closing syllable may be *ing*, *ed*, or some other which is represented by a single character. Realize that such a closing syllable can be written in the space where it seems natural to put a hyphen. If followed by a mark of punctuation which cannot be put on the same line, *the last syllable and punctuation* must be carried over to the next line, but the punctuation may not be carried over alone.

d. In order to save space, words are divided at ends of lines between any two syllables. Do not, however, divide hyphenated compound words except at the hyphen. *Examples:*

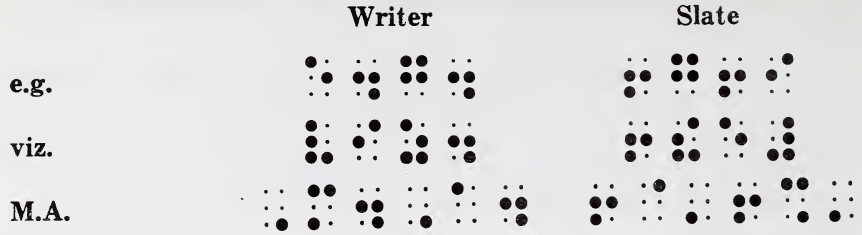
***ch*ildish-**	**self-**
ly	***con*tain/*ed***

e. The dash is sometimes confused with the hyphen. It is longer than the hyphen in ink-print and in Braille it is represented by two Braille hyphens—(dots 3-6, 3-6). There should be no space before or after it, and whole-word signs may be used at either end. *Exception:* In cases where a double dash occurs in the ink-print copy, use the regular Braille dash as in the following: "Inscribed to Miss — —, being written at her request", or "Now I conceive with you that — —, both from her affection for you, etc." A space may be left before the dash and after the comma, but none between the dash and the comma. Also, only the Braille dash should be employed. In such use the dash represents a specific name omitted. In the listing of books in bibliographies and footnotes, the elongated dash is also often used in place of listing the author's, or authors', names, where several works by the same writers may be listed in succession.

f. Care should be taken not to confuse a long hyphen in ink-print with the dash. Good literary usage will immediately distinguish the difference.

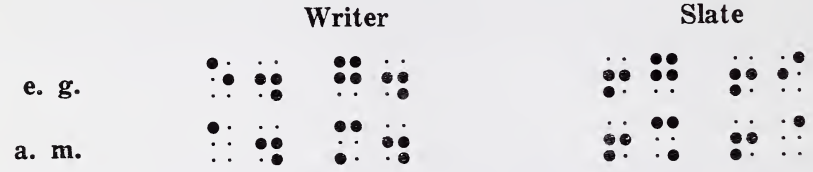
2. **ABBREVIATIONS current in ordinary literature are to be used. In writing such abbreviations the letterpress practice shall be observed.**

The abbreviation point is expressed by dots 2-5-6 (the period). *Examples:*



a. When abbreviations **are written close together** in print, they should be so written in Braille.

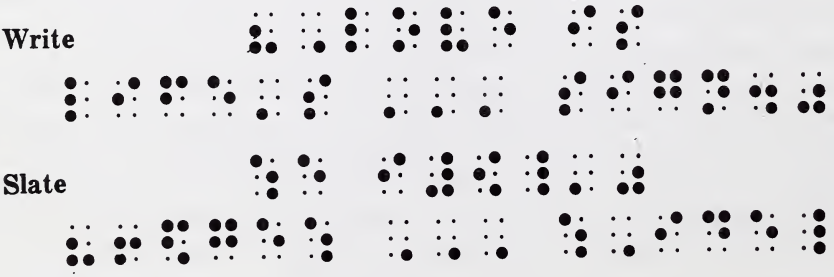
b. When a space is left between the letters in ink-print, it should be so written in Braille. *Examples:*



c. When such expressions as Mr, Mrs, PS, AM, PM appear in print without periods, follow text.

3. **ELLIPSIS, a series of dots in print, denoting omitted matter, is represented in Braille by three consecutive dots 3. It should be treated and punctuated as a word** (e.g., one clear space or cell should be left on either side of the ellipsis). *Example:*

"Love is life's . . . sign."



a. If the ellipsis opens or closes with a mark of punctuation, such marks should be written close up to the dots forming the ellipsis, and the clear space should be outside of such marks of punctuation.

b. When a word preceding an ellipsis ends with a punctuation mark, there should be a clear space between such punctuation mark and the

ellipsis. When a word following an ellipsis begins with a punctuation mark, there should be a space between it and the close of the preceding ellipsis. (See also Rule 4). *Example:*

"And so, ... I see!"

Writer

Slate

When it is necessary to write an ellipsis ending a paragraph at the beginning of a Braille line the last syllable of the last word immediately preceding it should also be carried over to the next line.

4. **A PARAGRAPH should begin in the third cell of a new line.** Indent two spaces from the margin, and in the third cell write the quotation mark, capital sign, or whatever character begins the paragraph. Do not leave blank lines between paragraphs except where such form is indicated in the ink-print text and is required for emphasis or to show change of context.

a. Quotations set forth in ink-print in indented paragraphs printed in small type, but not necessarily inclosed in quotation marks, should not be indented in Braille. Instead, a line should be left before and after the quotation, and the quotation itself should be enclosed in quotation marks. *Exception:* If such a quotation is very short, comprising not more than two or three lines, the indented form may be used (with or without quotation marks according to copy), without leaving blank lines before and after the quotation. If the material is in paragraph form, the paragraph should begin in cell five with all runovers beginning in cell three. This form may also be used in the writing of poetical quotations set forth in indented form in small type in ink-print. (See Rule 5, page 72, for the writing of poetry).

b. If the opening part of a paragraph is omitted, place an ellipsis—(See Rule 3)—where the paragraph should begin; then continue with the rest of the paragraph on the same line. *Example:*

" . . . life's only sign"

Writer

Slate

c. If a paragraph or more is omitted, place the ellipsis where the omitted paragraph would begin and start the next paragraph on the next line.

d. In the writing of plays and other dramatic materials, the format of the ink-print text may be followed, if desired. However, the simplified practices set forth in Appendix C, page 111, are recommended to embossers as being more intelligible to the Braille reader.

e. **Where space-saving is necessary, as in the case of manuscript books and magazines, a paragraph may be begun in the same line in which the preceding paragraph ends, when three clear spaces must be left. The latter method must not be used for a lettered or numbered paragraph** (i.e., in outline work). *This practice is never employed except in the case of some press-printed magazines which are required to include the maximum amount of material in a minimum amount of space. It is mentioned here so that transcribers may have access to the complete code.* **When it is desirable to mark the beginning of such a new paragraph, a star or some other sign may be set out before the line in which the paragraph begins, or some other marginal indication made.** If a paragraph is not marked in the usual way, other marginal indications for paragraphs are desirable when there is a noticeable difference in subject matter of paragraphs. For instance, such markings would be desirable in current events items, but not in conversational paragraphing in fiction. It is recommended that for such marginal indications, a distinct mark, such as a cross, circle, or any similar sign not composed of the dots used in Braille, be employed. For the transcription of special material, other marginal notations may be employed. For example, in transcribing THE BIBLE the text is often written in block form, with three clear spaces being left between verses, or an indentation of three cells where a verse begins a new line. In this case, the last three cells of the line (or the first three on the second side of the page in press-printed interpoint books) are not used in writing the text but carry the verse numbers preceded by the number sign. Since these numbers never run more than two figures, this form outdents the verse numbers in the margin, leaving one empty cell between them and the text.

5. **POETRY.—Each new line of verse should start on a new line as in letterpress.** Leave a blank line between stanzas. Follow the ink-print copy in the indentation of individual lines, beginning such indentations in the third cell. This applies also to blank verse where such lines in ink may begin near the end of the line. When one line of print exceeds a line of Braille, indent the part carried over to the fifth cell. If it is necessary to divide a stanza between two pages, if possible, make such division equal,

that is, in a stanza of four lines place two lines at the bottom of the page and the remaining two lines at the top of the next page. Never leave less than two lines of a stanza on a page, unless, of course, the stanza itself comprises only one line.

a. Where space-saving is material, as in the case of manuscript books and magazines, poetry should be written as prose with a poetry-line sign, dots 3-4-5, placed after the last word of each line of poetry. *Note: As in the case of Rule 4-e under "Paragraphing", this form should not be employed in the transcribing of poetry in books. Actually it is seldom found except in books transcribed in Great Britain.* **With regard to the use of the poetry-line sign, note the following points:**

i. When a line of poetry ends with a punctuation sign or signs, the poetry-line sign must follow immediately without a space.

ii. It must be preceded by a space if the line does not end with a punctuation sign.

iii. It must always be separated from the word that follows, but must always be written on the same line as the preceding word.

iv. It must not be used at the end of a poem or quoted passage because its use indicates that another line of poetry follows.

v. When poetry is written as prose, and the capital sign is used, the poetry-line sign may be omitted, provided three clear spaces are left between the lines of verse. Each stanza should start in the third cell of a new line.

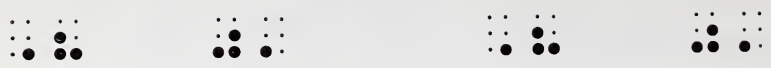
b. DOUBLE POETRY-LINE SIGN.—This sign is used where poetry occurs between passages of prose to indicate when the change from prose to poetry is made. Such passages must begin on a new line, quotation marks to be used in Braille if used or indicated in print.

c. If poetry occurs in the middle of a paragraph, the prose following should begin in the first space of a new line as in print.

6. QUOTATION.—The opening and close of an ORDINARY QUOTATION is indicated by the signs:

The opening and close of an INNER QUOTATION (i.e., a quotation within another quotation) is denoted thus:

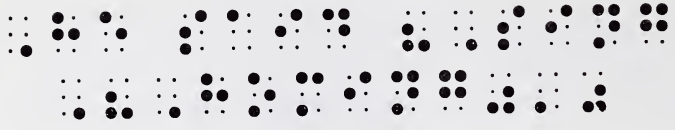
Writer ‘ ’ Slate ‘ ’



Example:

He *said* "S*ing* 'Hom*ing*' "

Writer



Slate

a. A quotation indicated in print by a change of type other than italics should be enclosed in quotation marks. This is unnecessary in the case of centralized headings printed in heavier type to arrest the attention of readers. Passages which contain a quotation within a quotation that is indicated in smaller type require both sets of quotation marks. (See also Rule 4-a—Paragraph, for form to be used for quoted paragraphs indented and in smaller type).

b. In transcribing ink-print books which employ the so-called single quotation in place of the double quotation sign, and the double quotation in place of the single quotation, the embosser should transpose the form back to the ordinary practice, using the Braille double quotation sign where the ink-print copy uses the single, and the Braille single quotation where there is a double quotation mark in ink-print.

7. **PARENTHESIS AND BRACKETS.—The sign for round brackets (parentheses), Dots 2-3-5-6,** ⠶ **is used both at the opening and close of a parenthesis.**

The opening and close of square brackets used in letterpress for editorial interpolations, etc., are denoted thus:

Writer Slate

8. **AN ASTERISK represents not only the printed asterisk, but other print signs of reference, such as the double or treble asterisk, the dagger, double dagger, cross, etc.** When the ink-print copy employs more than one of these reference signs, the references should be indicated by num-

bered asterisks, as for numbered notes, where more than one reference sign appears on the same Braille page.

a. **The asterisk is preceded and followed by a space (except where it is used as a note reference and followed by a numeral. See Rule 9).**

9. **MARGINAL OR FOOTNOTES.—A short and infrequent footnote may be written with an asterisk at the foot of the Braille page as in print.** In such instances, insert an asterisk in the text where the reference occurs, place a line of dots 2-5 across the page immediately between the text and the footnote, and repeat the asterisk before the note. If a footnote is too long to be completed at the bottom of the page on which the reference occurs, it may be carried over to the bottom half of succeeding pages. The line of dots 2-5 must be inserted between the text and the note on all pages, but the asterisk should not be repeated after the first page on which the footnote begins. **Since this (form) is generally impracticable the following disposition of footnotes is recommended for standard practice:**

a. **Short notes (consisting of a few words or short references) should be inserted in the text, immediately after the word or words to which they refer, and should be enclosed in SQUARE BRACKETS. Longer notes** (or where there are more than six notes to a volume), **should be placed at the end of the volume in which the references occur. The references in the text must be numbered consecutively throughout each volume and be preceded by the asterisk, e.g.:**

	Writer	Slate
1*		
2*		

b. **Footnotes when placed at the end of a volume should be headed "Notes" on the third line of a new sheet. This sheet should be numbered straight on from the last page of text. The note sheet should have an inner margin of three clear spaces, in which should be written note numbers without asterisks. One clear space should be left after the note number, followed by the page and line of the text (Braille) where the corresponding reference occurs. Note numbers should begin with No. 1 in each volume.** When counting the lines of Braille text to determine the line on which the footnote occurs, do not count blank lines.

10. **THE ACCENT SIGN, dot 4, is placed before all letters which in print are marked with any accent or other mark that cannot be expressed in English Braille, as in the words "résumé", "provençal", "bless/èd".** In **the case of contracted syllables in English words, e.g., "bless/èd", the contraction may follow the accent sign.** Therefore, reference should be made to a dictionary to determine whether or not a word is considered anglicized. Should the text omit accent marks from such anglicized words, follow text.

a. **In students' books, and works containing long foreign quotations, the special accents should be used. (See Appendix D).** See also Rule 13-b—Letter Sign—for the use of the letter sign when employing the accented letters in the writing of foreign passages in English texts. Never contract foreign words, in order to avoid confusion with the foreign accented letters.

11. **THE DIPHTHONGS "ae" and "oe" should be written as separate letters, except in foreign languages, where special codes are used.** (See also Rule 34-b).

12. **THE CAPITAL SIGN, dot 6, when used*, is placed immediately before a letter to indicate a capital,** and before a word to indicate that the first letter of the word is a capital, whether the word is spelled out, begins with a part-word sign, or is represented by a whole-word sign. Never separate a capital sign from its letter. *Exception:* When the first letter of an anglicized word is both capitalized and accented, the capital sign precedes the accent mark. See Rule 19. *Example:*

	Writer	Slate
Etude		

a. **The capital sign may be doubled before a word or Roman numeral containing more than one letter to indicate that all the letters are capitals. Contractions may follow a capital sign, it being understood that only the first letter is a capital.** Words of one letter, such as *A, I,* and *O,* require but one capital sign. Single letters standing for whole words and characters representing more than one letter, when written all in capitals, require two capital signs. The parts of a compound word or phrase must be capitalized separately, including the repetition of the double capital sign after the hyphen.

b. When word signs which are usually joined, such as *and, for, of, to, into, by,* etc., (which would ordinarily be written close up to the following words) appear in headings and other material to be written in full capitals, they should be separated by full word spaces and written in full spelling if they are lower signs. The capital sign should be doubled before each word. *Example:*

THE MAN OF THE YEAR

Writer

*Braille Books published in Great Britain seldom employ the capital sign; however, the capital sign is never omited in books embossed in the United States.

Slate

TO EACH HIS OWN

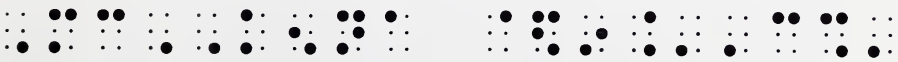
Writer

Slate

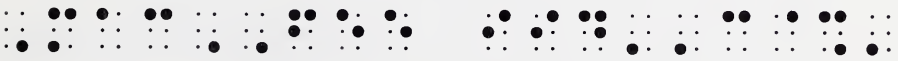
c. When proper names, such as *McKenna, MacDonald,* etc., are in full capitals in ink-print, the letters *c* and *ac* are smaller than the letters in the rest of the word. In order to express this in Braille, it seems best to place a single capital sign at the beginning of the word, and a double capital sign before the second part of the word, making it read thus:

Writer Slate

McKenna



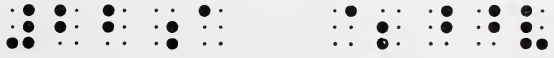
MacFee



d. The capital sign should always precede Braille contractions or abbreviations when used as proper nouns, e.g., *Will, Father, Lord, Braille.*

13. THE LETTER SIGN, dots 5-6, is placed before a letter when it is necessary to distinguish it from a numeral, thus:

Writer Slate

22a 

represents the figures 22, followed without an intervening space by the letter *a* (22a.) The letter sign is not necessary in such expressions as **4th, 8vo,** as these could not be mistaken for figures. *Examples:*

	Writer	Slate
4th		
8vo		

a. In contracted Braille this sign may also be placed before single letters to show that they do not stand for words, and before a word to show that it does not contain any English Braille contraction, but that all its signs bear the meanings given them in Grade I (or in Appendix D).

b. In writing foreign words and sentences, arbitrary signs are used to represent accented letters. See Appendix D. These characters are used in place of letters and represent the letter and a particular accent. Since these arbitrary signs represent contractions in English words, the accented letter value is indicated by placing the letter sign before such words where foreign passages appear in English texts. Foreign accented letters enable a reader to understand and pronounce foreign words. Never use English contractions in foreign words or quotations in order to avoid confusion with the foreign accented letters. Since these arbitrary signs represent contractions in English words, the accented letter value is indicated by placing the letter sign before such words, regardless of whether or not they are compound words, where foreign passages appear in English texts. See Rule 10-a and Appendix D.

c. In embossing outlines, use the letter sign before *a*, *i*, and *o*, for the sake of consistency, although this practice is not necessary to distinguish these letters from Braille whole-word signs.

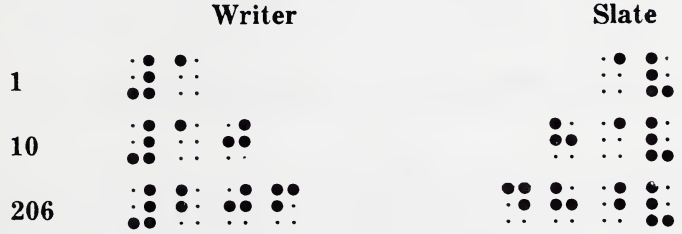
14. THE ITALIC SIGN, dots 4-6, is placed before a word to indicate that the word is in italics. Words which are underlined in ink-print are indicated in Braille by the italic sign. When names of publications, foreign words, etc., are printed in slightly different type from the body of the ink-print text, they should be italicized in Braille. This calls the touch reader's attention to any variation in print.

a. When more than three italicized words occur in sequence, instead of italicizing every word, the first is to be preceded by two and the last by one italic sign. In a long italicized passage the double italic sign should be repeated at the beginning of each new paragraph. In compound words joined by a hyphen one italic sign is sufficient. This also applies to abbreviated sequences such as *e.g.*, *i.e.* When a series of items, such as names of books and other publications, are italicized, the double italics should be repeated before each item, and the final single closing italic placed before the last word of the last item of the italicized series.

b. In technical books, words are occasionally italicized only in part, for emphasis. This practice can be followed in the Braille transcription by employing a special italic termination sign (dots 6, 3). Most finger readers, however, are not familiar with this sign, and it is therefore recommended that usually the word be simply italicized in full, or the italics omitted altogether, depending upon the need for clarity. When employed in general text, the italic termination sign should be identified and its use explained in a footnote at the bottom of the page.

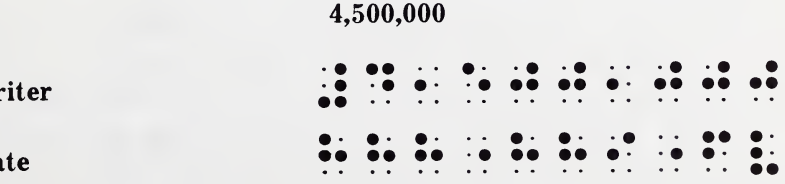
15. **THE NUMERAL SIGN, dots 3-4-5-6, is placed before the signs of line I — chart, page 126** (the first ten letters of the alphabet) — **when these are used to express figures.** Letter *j* represents the zero, and not letter *o*.

a. **CARDINAL NUMBERS are written thus:**



i. In a series of numbers, place the numeral sign before each separate number, as the space between numbers destroys the value of a preceding numeral sign. However, the numeral sign should not be repeated where an integral number is divided at the end of the line.

ii. In numbers of more than three figures, the comma (dot 2) is used to divide off the thousands, thus:



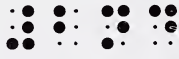
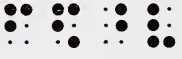
iii. As in print no comma is used when writing the date of a year, e.g., 1930.

iv. **Numbers joined by the hyphen, e.g., 1760-5, do not require a second numeral sign unless the number is divided at the end of a line (after the hyphen), when the numeral sign should be repeated at the beginning of the following line.** Avoid such division as much as possible, even though many spaces must be sacrificed at the end of a line.

v. In expressing time, the colon should be used between hours and minutes, and the numeral sign should not be repeated.

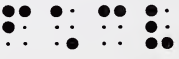
vi. In such expressions as "Number 1" and "No. 1", write out the word "Number" in the former, but omit "No." in the latter abbreviated form, since the Braille numeral sign makes its use superfluous.

b. Ordinal numbers must be expressed by adding to the cardinal numbers the proper ending, thus:

	Writer	Slate
1st		
2nd		
57th		

In contracted Braille the contractions for *st* and *th* should, of course, be used. If the ink-print text employs only the suffix *d* in such numbers as "2d" and "3d", for "2nd" and "3rd" respectively, either the letter sign should be inserted before the *d* or the form should be changed to *nd* or *rd*, as necessary, in order to avoid confusion with reading the suffix as the "Cardinal Number 4".

c. THE FRACTION-LINE SIGN, dots 3-4, is used to separate the numerator and denominator of a fraction. Fractions are written thus:

	Writer	Slate
¾		
⅞		

d. IN WRITING A MIXED NUMBER, the fraction is joined to the number by a hyphen, and the numeral sign is not repeated before the fraction, thus:

	Writer	Slate
8-1/2		

e. THE DECIMAL POINT SIGN, dots 4-6, is placed between the numeral sign and any sign of line 1 (Charts, page 126) which expresses a decimal figure, thus:

	Writer	Slate
.7		

Do not confuse the decimal sign with the period. See also Rule 16-a—Decimal Coinage.

f. WHEN A DECIMAL FRACTION IS JOINED TO A WHOLE NUMBER, only one numeral sign (that before the whole number) is required, thus:

	Writer	Slate
7.93		

g. ROMAN NUMERALS are written as indicated in Rule 12, thus:

	Writer*	Slate*
V.		
XV.		

i. If capitals are not used, they are preceded by the letter sign, thus:

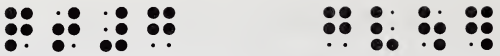
	Writer*	Slate*
v.		
xv.		

ii. When ink-print omits the point (the period) following a Roman numeral, Braille may do the same.

16. ABBREVIATIONS OF VALUE AND MEASUREMENT.—When in print a symbol or literal abbreviation of value or measurement follows a numeral, the corresponding literal abbreviation or its equivalent, without the abbreviation point (period), may be placed in Braille before the numeral sign, thus:

	Writer	Slate
3 lb.		

*In the United States, the period is omitted in Braille if it is not used in ink-print.

7 qt. 

a. In a sequence of related terms only the abbreviation for the larger quantity is used, and the lesser quantity, with the numeral sign, follows close up, thus:

3 lb. 1 oz. £ 6 8s. 10½d.

Writer

Slate

An exception occurs in DECIMAL COINAGE where the decimal point is used, thus:

$6.08

Writer (is $)

Slate (is $)

and in Rule 15-a(v), page 80, in expressing a definite point of time, thus:

	Writer	Slate
3:20		

LIST OF ABBREVIATIONS

pound sterling	l	pound weight	lb
shillings	s	ounces	oz
pence	d	yards	yd
guineas	gs	feet	ft
dollars	lower d	inches	in
cents	c	(spelled out or contracted)	
mills	m		
francs	fr	gallons	gal
marks (reich)	rm	quarts	qt
rupees	rs	pints	pt
tons	t	hours	hr
hundredweight	cwt	minutes	min
quarters	qr	(spelled out or contracted)	

(For a more complete list, see MATHEMATICAL NOTATIONS; 2ND AMERICAN REVISION, 1942, pages 5-9).

(In addition to this list, any standard abbreviation may be used.)

17. EQUIVALENTS FOR SPECIAL INK-PRINT SYMBOLS:

° (Degree)		*dg* followed immediately by the numeral sign.*
% (Per Cent)		Middle *c, p* (Dots 2-5, 1-2-3-4) followed immediately by the numeral sign.*
§ (Section Sign)		*s,* followed by dot 3), followed immediately by the numeral sign.*
¶ (Paragraph Mark)		*par* (Spelled out or contracted) followed immediately by the numeral sign.* When paragraphs are not numbered the period should be substituted for the numeral sign.
= (Equals Sign)		Two Middle *c's* (dots 2-5, 2-5) preceded and followed by a space.

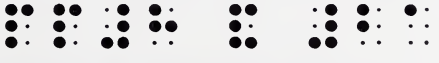
**Note:* When these signs are used in conjunction with letters rather than numbers, they should be followed by the letter sign and the letter, rather than the numeral sign and the number.

18. REFERENCES.—When the saving of space is essential, and the meaning would be obvious to the reader, references may be contracted, thus:

Writer

Chapter 4, page 50, line 8

Volume I., pp. 9-15

Pages 8 and 21 

Heb. vi. 9

or or

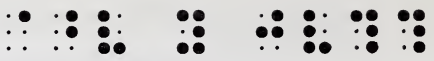
Heb. 6:9

Slate

Chapter 4, page 50, line 8

Volume I., pp. 9-15

Pages 8 and 21



Heb. vi. 9

or

or

Heb. 6:9

19. ORDER OF COMPOSITION SIGNS.—When two or more Braille composition signs or punctuation marks occur together before a word, they are placed in the following order:

i. The apostrophe precedes the capital sign.

ii. The letter sign precedes the apostrophe or capital sign.

iii. The italic sign precedes the letter sign, the apostrophe, or the capital sign.

iv. Quotation marks or brackets precede any of the Braille composition signs with the exception of the double poetry-line sign.

a. The following should also be observed:

i. When a closing quotation comes into conjunction with either a period, question mark, or exclamation point, the ink-print text should be followed.

ii. The capital sign precedes the accent sign.

b. The apostrophe, when placed before figures to indicate omission of other figures, should be written after the numeral sign, thus:

	Writer	Slate
'92		

RULES OF GRADE II

(20-38)

DEFINITION OF CONTRACTION.

a. CONTRACTION.—A sign which is used to express more than one letter.

b. ONE-CELLED CONTRACTION.—A Contraction which only occupies one space or cell.

c. TWO-CELLED CONTRACTION.—A Contraction which occupies two spaces or cells.

d. LOWER SIGN CONTRACTION.—A Contraction which contains neither dot 1 nor dot 4.

COMPOUND LOWER SIGNS.—A Lower sign Contraction which occupies two spaces or cells, but which counts as one.

e. WORD SIGN.—A Contraction which is used to express a whole word, whether it occupies one or two cells.

f. INITIAL COMPOUND SIGNS.—Contractions which are formed by means of one of three signs of line 7, thus:

Writer

Slate

placed before an initial letter. (See Columns 2, 3 and 4, pages 127-128).

g. FINAL COMPOUND SIGNS.—Contractions which are formed by means of one of three signs of line 7, thus:

Writer

Slate

placed before a terminal letter. (See Columns 5, 6 and 7, pages 127-128).

NOTE.—The terms "initial" and "final" have no reference to position in a word, but merely indicate that in the one case the Contractions are made from the initial letter, and in the other from the final letter of the word or syllable contracted.

h. ABBREVIATED WORDS.—These are represented by their characteristic letters, i.e., *abv* above.

20. The contractions of Grade II shall, subject to the rules given below, express the letters for which they stand, whether these letters form a whole or part of a word. (See Rule 34.)

a. The contraction St., preceded by the capital sign and followed by the period, may be used to express the abbreviations for "Street" and "Saint".

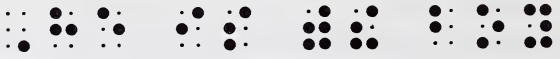
b. In writing such expressions as "no-no", "d-do" (representing stammering) the first letter should be preceded by the letter sign. In such expressions as "wh-what", "wh-which", it is best not to use contractions in

the first part of these words, nor the whole-word sign for "which" following the hyphen, but the contractions for **wh** and **ch** should be used.

21. **The word signs** *and, for, of, the, with, a,* **may follow one another without a space between them, when the sense permits.** *Example:*

He is *with the* **boy**

Writer



Slate

Exception: When these words appear in headings and passages which should be in full capitals, they should be given full word spacing. (See Rule 12-b, page 76).

a. When **for, of,** and **with** refer to the preceding verb, the signs of Rule 21 should not adjoin. *Example:*

Him **we** *th/ink of and* **love**

Writer

Slate

b. **These word signs should be used as parts of words wherever possible (See Rule 34) in preference to any other contraction unless their use entails waste of space.** *Example:*

then *th/ence*

22. **The contractions of Column 1, word signs (Table II), with the exception of** *and, for, of, the, with, be,* **and** *in,* **may only be used for the whole words for which they stand; nothing may be added to them except the apostrophe** *s,* **or punctuation signs. "***S***" may not be added to form the plural, nor may they be used to form parts of words when divided at the ends of line, e.g.,**

more- **like-**
over **wise**

Column 1 contractions may, however, with the exception of *to, into* **and** *by,* **be joined to other words by the hyphen, to form genuine compound words, such as "***so***-called", "***still***-life".**

a. These word signs may be preceded by the contractions for *to*, *into* and *by*, and, with the exception of the lower signs, may be used when followed by the apostrophe, in familiar expressions such as "*c*'t" for "can't"; "*y*'re" for "you're; "*t*'s" for "that's."

23. The contractions for *to*, *into* and *by* are always to be written close up to the word or letter which follows. They may never be joined to other words by the hyphen to form compound words. They may be contracted before the numeral, capital and letter signs, but not before any other Braille composition or punctuation signs.

When **to, into** and **by** begin with a capital letter and are followed by a capital letter, it is recommended that the contractions shall not be used. The sign for **in**, however, should be used in **into**. *Examples:*

by Brown	(but)	By Brown
into France	(but)	Into France
to England	(but)	To England

When **to, into** and **by** appear in headings and other material to be written in capitals, they should be in full spelling and separated from the words following, with the capital sign doubled before each word. *Example:*

TO A WILD ROSE.

Writer

Slate

a. In such phrases as: *"It was referred to yesterday," "He was passed by when others were noticed,"* **to** and **by** should be written in full as they refer to the preceding verb, and not to the word which follows them.

b. To, into and **by** may be contracted before the italic sign, the dollar sign and other abbreviations of value and measurement.

c. To, into and **by** may be contracted before words beginning with contractions for **be, com, con** and **dis.** The combination does not destroy the identity of the second word.

24. The contraction for *ea*, dot 2, may be used only when these letters occur between two letters (or contractions) of the same word in one line—it may never begin or end a word. It should always be used in preference to *ar* in such words as "h*ear*", "d*earth*", etc. It should not be

employed where the letters "e" and "a" belong to separate well-defined syllables as in "react", "rea*dd*ress", "prea*mble*", but it would be permissible in "re*a*lize". (See Rule 34).

a. When a word beginning with the letters "ea" is modified by another syllable, as in "unear/th" or "northeast", it is recommended that the ea sign be not used.

b. When a word ending in "ea" is followed by other letters or syllables as in "teacup", "seas", "seaman", etc., the ea sign may be used.

25. The contractions for *be, con, dis* (except when *be* stands alone) may be used only as syllables either at the beginning of a word or at the beginning of a line in a divided word. *Example:*

*con*nect *dis*connect *dis-*
*con*nect

a. The contractions for *be, con, dis* may follow the hyphen in a compound word, e.g., "self-*disciplin/ed*".

26. The contraction for *com* may be used only at the beginning of a word or of a line, and may not be used when it would be in contact with the hyphen or dash. It need not be a syllable. *Example:*

*com*e *com/fort*

Note: The com sign should not be used when preceded by a capital sign.

27. The contractions for *bb, cc, dd, ff, gg* (which it will be seen are the letters "b", "c", "d", "f", "g", written in the lower position), may only be used when they occur between letters or signs of the same word and in the same line of Braille.

28. Any number of lower signs may follow each other if they stand for separate words written with a space between, e.g.,

"He *was in his* room."

29. One lower sign may not follow another without a space unless one of them is in contact with a sign containing dot 1 or dot 4. *Example:*

To ⁀ *com*e in, op*en the* door.

a. The capital sign should not be treated as a lower sign. (See Rule 30-a, Exception v).

b. Do not use lower sign contractions when they are not joined to a character containing dots 1 or 4 before the hyphen as when dividing a word at the end of a line. *Examples:*

in-*ch*es be-ni*ght*ed

30. Not more than two lower signs may join each other. *Example:*

*to com*e "l*in*en"

Mr. *Sh/ea/en* (but) "Mr. *Sh/ea*en"

a. *Exceptions:*

i. Any number of punctuation or composition signs may follow each other. *Example:*

He *said,* "S*ing* 'Hom*ing.*' "

ii. "His," "was," "be" and "were" must not be contracted before or after a dash as they could be mistaken for punctuation signs.

iii. The signs of columns 2, 6, and 7 (pages 127-128) are not to be treated as lower signs. *Example:*

Into some *To com/ment*

iv. A compound lower sign, such as the sign for *into*, the dash, inner quotation marks or square brackets, counts as one lower sign. *Example:*

*into com/part/ment*s

v. The capital sign (dot 6) is not to be treated as a lower sign. *Example:*

"*Dis*miss." (Capitalized)

b. When it becomes necessary to sacrifice a contraction in order to conform to this rule, it is recommended that the first contraction be retained. *Example:*

*com*in' *be*in'

This applies even against Rule 35-b. *Example:*

be*gg*in' gra*bb*in'

31. Contractions for "ing" and "ble" must not begin a word, but may begin a line in the case of divided words. The *ble* sign represents the numeral sign when standing in front of other characters.

32. **Initial contractions (the contractions of Columns 2, 3, and 4, pages 127-128) may be used either as words or parts of words as "*part*ner", "de*part/ment*al", "*count/er/part*". (See Rule 34).**

a. Two-cell word signs (initial contractions), with the exception of **one**, should not be used as part words unless they retain either their original sound or meaning. *Examples:* **here** should be used in "ad**here**" but not in "**here**tic"; **under** should be used in "**th/under**" but not in "launder"; **ever** should be used in "**ever**al" and "**clever**" but not in "fever" or "persevere."

b. The contraction for **one** should not be used when the "n" is the first letter of a syllable. *Examples:* **one** should be used in "a**lone**", "m**one**y" and "h**one**/st" but not in "pioneer" and "colonel".

33. **Final contractions (the contractions of Columns 5, 6, and 7, pages 127-128) may be used only as parts of words, as "un*ful*fil*led*", "*bless/ing*", or "*care*l*ess*". They may not begin a word, e.g., "lesson", "fulfill*ed*", nor may they be used as separate words, e.g., "less", but they may be used at the beginning of a line when the word is divided.**

a. Final contractions should be used as part words when they overlap a syllable division. *Examples:* "**ch/ancellor**", "m**ongrel**", "**fer/ment/ation**".

b. The two-syllable final contractions, **ation, ally,** and **ity**, should be used as part words when they retain their sound. *Example:* **ation** should be used in "**rational**" and "**nation**" and "appreci**ation**"; **ally** should be used in "Sally" and "practically"; **ity** should be used in "city" and "**ch/ar/ity**" but not in "fruity".

c. Terminal sequences such as "ary", "aries", "arily", "arious", "aried", "inal", "istic", should be fully contracted.

34. **Contractions forming parts of words should not be used when they are likely to lead to obscurity in recognition or pronunciation, and therefore they should not overlap well-defined syllable divisions. Word signs should be used sparingly in the middle of words unless they form distinct syllables. Special care should be taken to avoid undue contraction of words of relatively infrequent occurrence. (See Appendix B).**

a. A well-defined syllable division is such a division as the following:

i. That which usually occurs between a prefix or suffix and the body of a word, as in "deduce", "mishap", "**changeable**", "acreage", "boredom".

ii. That between the component parts of a compound word, as in "rawhide", or "orangeade".

iii. That between such easily recognizable roots within a word, as in "ben**ediction**", "male**diction**", and "aque**duct**". (See List of Typical Problem Words, Appendix B, page 92).

b. A contraction should not be used if it separates the letters of a diphthong or consonantal digraph, e.g., do not use the **ed** sign in "encyclopaedia", or the **here** sign in "sphere".

c. When words are divided at the end of a line, the division must be at the end of a syllable.

d. *Note:* **The double letter signs are not considered to lead to obscurity because they retain their original letter form.**

35. In cases where a word may, according to the above rules, be contracted in two or more ways, each saving the same amount of space, that way should be selected which produces the most readable combination of dots. For instance, when "d", "r", and "n" follow "one", contract *ed, er* **and** *en* **in preference to** *one. Example:* **"ton*ed*" is better than "t*one*d", "prison*er*" than "pris*one*r".**

a. If the same space is saved simple contractions are better than two-celled word signs, e.g., "ha*dd*ock" not "*had*dock".

b. Avoid using double letter signs where there is an alternative single cell contraction, e.g., "m*ed*dle" not "me*dd*le".

36. English proper names should, subject to the rules given above, be contracted, but contractions must not be used in foreign words, except when anglicized. (An anglicized word may be defined as one which appears in the body of any recognized dictionary.)

Note: In 1944, the Library of Congress and the National Institute for the Blind, London, adopted the following modification of the above rule:

"All proper names should, subject to the rules of Standard English Braille Grade II, other than Rule 36, be fully contracted, provided that a foreign proper name which occurs in a foreign language in an English book shall be uncontracted."

37. Abbreviated words given in the list may be used in combination, but no addition may be made to any of them which would result in wrong spelling, as the use of *declare* **(dcl) in "decl*ar/ation*" and** *conceive* **(*con*cv) in "*con*ceiv*able*".**

38. Abbreviations must not be divided at the end of the line, but they may be so divided from any additions made to them, e.g., "*imm*ly" for "immediately". An abbreviated word may not be used in combination unless it retains its original meaning, e.g., *must* **(m*st*) must not be used in "mu*st/ard*", "*should*" (*sh*d) in "*sh/ou*lder", nor "*its*" (xs) in "m*er*its".**

a. It is recommended that abbreviated words be not used in combination to express proper names, as in "Hapgood", or "Littleton", but they should be used when they constitute the whole proper name, as "Mr. Little", or "Louis Braille".

b. The abbreviations *to-d, to-m,* and *to-n,* shall be used to express the words "today", "tomorrow", and "tonight", irrespective of whether or not the ink-print copy uses the hyphen.

APPENDIX B

SAMPLE LIST OF PROBLEM WORDS SHOWING THE CORRECT USE OF BRAILLE

The following vocabulary indicating the correct use of the contractions is included herewith for the guidance of transcribers in determining the proper use of the Braille signs. While the list is by no means exhaustive it does provide typical examples of problem words which will confront the embosser of average copy.

It should be noted that the transcriber will occasionally encounter copy containing archaic forms of spelling or such variations as are no longer in accordance with accepted modern practice. In such instances the words should be reproduced as they appear in the print copy and the contractions should be used in accordance with the established practice for the spelling used.

Note: In the following list of words, Braille contractions are indicated in boldface type with adjoining contractions separated by a space, except that, in the case of abbreviated words, contractions are printed in italics.

A

ab**and**oned
abbey
abbrev**i**ation
able
abom**in**able
abomin **a**tion
abst **in** ence
acc **ede**
acc **ent**
accord
accordingly **(acly)**
acc **ount**\
acknowledgment
acreage
add
add **ed**
addition
address
ad**here**
adher **ed**
adher **ence**
adher **ent**
administration
ado
Aeneid
aerial
aeroplane
affair
affect
afford
aff right
afternoon **(afnoon)**
afterwards **(afws)**
aggregation
aggression
agreeable
ally
alone
amenable
anathema
ancestral
And erson
Andrew
anemone
antedate
anteroom
apart ment
apparition
aquarium
aqueduct
area
ar eas
ar ena
ar en't
arise
aristocrat
ar ound
asthma
astonish
astring ent
a **the**neum
atmosphere
atone
atoned
atone ment
au**thentic**
avenue
awfully

B

babble
babbled
bacchanal
bandanna
bandage
barbar ous

baromet er
baroness
baronet
bathed'
bayonet
beacon
bear
beautiful
beautify
beauty
become
bedazzle
bedding
bee
beef
been
beggin'
be ing
believer
belittle (*be*ll)
belittled (*be*lld)
benediction
benevolent
bereft
besides (*be*ss)
beverage
Beverly
bin ary
blea ch
bleed
bless
blessed
blinded
blinding
blindly (bl*ly*)
blindness (bl*ness*)
blossom
blossomed
blunder
Bonaparte
bound
bound ary
bounty
brass
bright
brightly
Brighton
brother
brother-in-law
by-and-by
by-law
by Brown
By Brown
by his
by-product
by-st and er
by $1.00
by tens
by 6%

C

cabaret
calisthenics
candid
candidate
candle
can (noun or verb)
canoe
cans
can't (c't)
career
caress
casino
Cath ar ine
cathedral
Catherine
caveat
ced ar
cede
centime
centimeter
cer eal
ch ancellor
ch andelier
changeable
characteristic
ch arade
ch enille
ch erubic
childhood
children (chn)
Ch ina
Ch inese
cinema
city
clarion
clever
clothes
cobbler
coffee
cohere
coher ence
coher ent
colonel
coma
comatose
comb
combin ation
come
com fortable
com ing
comin'
com edian
com edy
comique
commandant
commandeer
command er-in-chief
com ment ary
commerce
Commons
co-named
conation
conceivable
conceived (*con*cvd)
conch
cone
coney
confrere
congregate

contin ental
continuity
cony
cooperage
cooper ation
coordinate
coroner
coronet
couldn't (cdn't)
couldst (cd*st*)
count ed
count en ance
count ermand
count er part
country
county
coupon
create
creation
cred ence
cred entials
creduality
Crimean
criminal
cring ing
criterion

D

dabble
dabbled
dachshund
dagg er
danced
dancer
dandelion
daredevil
daunted
day-time
dear
début
deceivable
deceived (dcvd)
declar ation
declared (dcld)
deduce
deduction
definite
demonstration
denationalize
denature
denote
denounce
deny
departure
depot
derivation
derive
derogatory
dest in ation
deteriorate
detrimental
diction ary
din ghy
dingy
disabled
disbelief
disc
disciplin arian
discomfort
discommode
disconnect
disconsolate
discontent
dis ease
dishevel
dispirit ed
distant
distinguish
doing
doin'
domestic
domin ation
dou ble
dou bled
dou blet
dou ghty
dukedom

E

each
eager
ear
early
ear th
ease
east
eat
ebb
ebb ed
ebb ing
ebbs
ebb-tide
ecc entricity
economy
edict
edit
Edith
edition
educe
effect
effort
egg
eggs
egglike
eggnog
eggplant
elsewhere
emin ence
enabled
enamel
encyclopaedia
encyclopedia

engineer
enigma
enormous
enough
en ou gh!
enunciate
enunciation
era
eradicate
erase
erect
erode
erosion
erotic
erroneous
eruption
establish
ethereal
European
even ing
everybody
everyone
everyth ing
everywhere
examin ation
experience
exterior
extraordin ary

F

fascin ation
father-in-law
fealty
fear
fearsome
fea ther
fenced
fencer
fences
feral
ferocity
festoon
fever
fiend
final
fin ally
fin ance
financial
fin ery
finesse
fing er
finite
firearms
flea
fleas
foredoom
forenoon
for ensic
forerun
found ation
freedom
fright
fruity
fulfill
fullness
funer eal

G

garage
gasometer
genealogy
gen eric
genial
genius
genus
geranium
Ger many
germinate
ghastly
ging er
gingham
gladsomely
gobbler
goblet
Goethe
going
goin'
goodness (gd *ness*)
goods (gds)
grandee
grandeur
grandiloquent
grasshopper
greatest (grt*est*)
greatness (grt*ness*)
grenade

H

haddock
Hades
hadji
hadn't
handiwork
handle
hand somely
hand somer
hand some st
handy
Hapgood
haven't
hear
heard
hedgerow
hereafter (*here*af)
her ed ity
here on

heresy
heretic
here with
hero
heroic
hinge
hing ing
his
his —his (repeated)
history
hogshead
hone st
honey
hyena
hypotheses
hypothesis

I

idea
ideal
idealistic
ideality
ideally
ideas
imagery
imagin ary
immediately (immly)
impart
impartial
impeccable
imped ed
imprisoned
in in, in. (repeated)
inasmuch (*in*asm*ch*)
incline
income
incomparable
incompatible
incompetent
incongruous
inconsiderable
inconvenient
indefinite
indiarubb er
indiscriminate
indispensable
indispose
indist inct
inferiority
infinite
ingenious
ingenuity
ingot
ingredient
in here, etc. (see "adhere", etc.)
into France
into *gold* (italicized)
into his
into en ou gh
isinglass
isthmus
it's

J

January
jingle
justice
justly
juvenility

K

kettledrum
knighthood
know ing
known

L

lackaday
laity
land lord
lather
launder
laureate
learn
lea ther
leghorn
lengthen
less
lessen
lesson
letterpress (lrpress)
lettered (lr*ed*)
letters (lrs)
lever or lever (depending on pronunciation)
leverage
leveret
library
lifetime
lightheaded
likely
likes
likewise
lin eage

lin eal
lin ea ment
lin ear
linen-like
lingerie
linguistic
list en
littleness (ll*ness*)
Little Rock (Ll Rock)
Littleton
lone some
longevity
longhand
longitude
looney
lordly
lord ship
Louis Braille (Brl)

M

mainten ance
malediction
malleable
manager
manageable
mandate
many-sided
mar chioness
Margaret
Marie
marionette
maritime
Mary
mast er
material
mathematics
Matthew
maunder
meand er
medallion
meddle
medial
medicinal
mediocre
medium
mêlée
Mélisande
menagerie
menial
mental
mentality
merits
mingle
minor
minority
minute
(adjective and noun)
mishap
misshape
mishear
mistake
Mr. (Mr. X.)
mistook
mistranslate
mistreat
mistress
mistrust
molest ation
monetary
money
mongoose
mongrel
moreover
mother-in-law
motherly
mother-of-pearl
muff
muff in
must (m*st*)
(noun and adjective)
must ard
must er
mustn't (m*st*n't)
musty
myst erious

N

named
namely
names
namesake
naming
nation
national
near
necessarily
necessity
needle
never
never the less
nibbled
nightingale
noisome
nonentity
nonesuch (n*one* s*ch*)
northeast
northerly
northern
nought
nowhere
nowise

O

obedient
obedience
obst inate
occasion
occupation
occur

oceanic
odd
odd ity
oddly
odds
oedema
offer
officer
oleand **er**
one ness
oner **ous**
oper **ation**
opponent
orangeade
ordin **ance**
ordin arily
originality
other
outburst
outdo
outhouse
outrageous
outright
outside

P

pandemonium
parade
par **ental**
par **en theses**
par **en thesis**
parishioner
parole
partake
partial
participate
particular
partly
partridge
party
pas**time**
peddler
penal
penalty
pen sion
penthouse
peoples
people's
perceivable
perceived (*per*cvd)
period
persevere
pertinacity
peruse
phenomenon
phoenix
pineapple
pioneer
pity
plen ary
plunder
poisoner
porthole
post erior
posthumous
postponed
preamble
prearrange
preced ence
preced ent
(adjective and noun)
predacious
predecease
predest in ation
predicament
predict
predispose
predominate
predomin ation
prenatal
prerelease
prerogative
prestige
prisoner
problem
procedure
profane
profess
profession
proficient
profile
profound
profuse
prong
prove

Q

quand ary
query
questionnaire
quicken (**qk***en*)
quickly (**qk**ly)
quicksand (**qks***and*)
quin ine

R

rally
random
ration
rational
ration ally
rawhide
react
readmission
real
reality
realize
really

reappear
rear
reassure
receivable
received (rcvd)
receivership (rcvr*ship*)
re-commission
re-con stitute
recreation
redeem
redirect
redound
redress
reduce
redundant
reduplicate
reformation
relation ship
reminiscence
rename
renew
Reno
renominate
renounce
renounced
reread
retinue
retriever
revenue
revere
rever ence
reverie
revery
righteous
righteousness
right-hand
roseate
round ed

S

sabbatical
sacch ar ine
sadd en
sainthood
Sally
sandal
sea-green
seaman
seas
sea shore
Seattle
sedan
sedate
seed ed
sedition
seduce
seduction
self-command
self-conceit
self-discipline
self-distrust
seniority
sentence
separ ation
ser enade
ser ene
serial
serious
sever
several
sever ance
severe
sever ity
shadow
sh!
shall (sh)
shanghai
sh ingle
should (*sh*d)
sh oulder
shouldn't (*sh*dn't)
shouldst (*shdst*)
sider eal
sinecure
single
sist er-in-law
smother
so-called
sofa
somebody
some one
some th ing
some time
some where
somersault
sou theast
sou therly
sou thern
Spain.—
Spain.
spear
sphere
spinal
spirit ed
spirit less
spirits
spiritually
spiritual
sponge
spright
sprightly
st and still
stateroom
stevedore
still *st* (noun, adjective, verb)
stilled
stillness
st one
stoned
storeroom
string ent
strolled
stronghold
subcommittee
suitable
super mental
surname
sweetheart
sword
Spartan

T

tableau
tablet
tally
teacup
teapot
tear
teas
tea-time
tedious
tedium
telephone
tenacity
termin ation
that's (t's)
thee
theft
their's
then
th ence
theology
there upon
thistle
th ought
th under
timed
timely
times
timing
tiny
to-and-fro
to be
to become
to-day (to-d)
to-do
told
tone
toned
tongue
torpedo
totally
tow ard
tragedy
trombone
trou ble
twofold

U

unblemish ed
unbless ed
uncomfortable
undeceived (undcvd)
underground
underhand
underive
undertake
under work
unear th
unear thed
uneasy
uneaten
unfulfilled
unless
unlessoned
unlettered (unlr*ed*)
unpaid (unpd)
unreceived (unrcvd)
unsaid (unsd)
upright
used

V

vacation
vacc in ation
various
vary
venality
veneer
ven er eal
viceroy
vin ous

W

wand er
wand er er
wary
—was (do not contract)
wasn't
wear
weary
wea ther
welcome
well-be ing
well-to-do
—were (do not contract)
wer en't
wheedle
whereby
wh er e er
wh er ever
where into
where of
whether
which ever
whistle
whither
will (noun and verb)
Will (proper name)
willing
willow
wills
will-o'-the-wisp
wiseacre

wist eria	withhold	wouldn't (wdn't)
withe	with out	wouldst (wd*st*)
with er	workmanlike	writhe
	worldly	

Y

you'd	you'll	you've
	you're	

Z

zenith		zero

APPENDIX C

THE FORMAT OF BRAILLE BOOKS

There are two methods of preparing Braille books, press-printing and hand-transcribing. The chief difference between the two methods is that in the former a great deal of automatic, electrically-driven machinery is employed in the manufacture of the books, and the original embossing itself is done on metal plates rather than on paper, thus making it possible to reproduce any desired number of copies as needed. Hand-copied books are produced in single copies which are embossed directly on paper, by use of either a Braille slate or Braillewriter. Both press-printed and hand-transcribed books are bound in convenient volumes similar to ink-print books. There is one other important difference between press-printed and hand-transcribed books: the former may employ two-side or interpoint printing, while hand-transcribed books can be embossed on one side of the page only.

THE SIZE OF PAGES AND VOLUMES—The Standard Braille page comprises 25 lines of 36 cells each, embossed on a page approximately 11 by 11 inches when bound. It is always advantageous to employ the standard size page, as this cuts to a minimum the difficulties of storing and circulating volumes of various sizes by the libraries. It should be noted, however, that transcribers of hand-copied books use a page 11 by 11½ inches for embossing, with the lines running the length, rather than the width of the sheet. This extra half inch is folded over as a flange for binding purposes, resulting in a page 11 by 11 when the book is bound.

The thickness of volumes will show considerable variation. In general, press-Brailled interpoint books average between 150 and 200 pages, unless the entire title can be included in one volume of approximately 250 pages. On the other hand, transcribed material binds most conveniently

into volumes of approximately 100 pages each, with a minimum of 90, and a maximum of 110 pages of Braille.

Because it is sometimes necessary to change the division of a book, it is recommended that each chapter of a hand-transcribed book should begin on a new page regardless of the amount of space remaining on the page at the close of the preceding chapter. This practice is not necessary with press-printed books. Rather, when redivision of volumes is necessary, pages should be rewritten in both volumes as necessary to obtain good page format, and all subsequent page numbers in the entire book should be renumbered consecutively.

Transcribers are urged to use extreme care when assembling the pages of a volume. Pages must be placed in proper order with the binding margin on the left side and the embossed side of every page uppermost. Such precautions will save much time and will be of considerable help to all concerned.

RUNNING HEADS AND TITLES—Every page of Braille manuscript must carry the title of the book being embossed. The complete title (written in double capitals) should always head the first page of text and contents of every volume, and it should be properly centered on a new page. On all other pages the title (in abbreviated form, if necessary) is centered on the first line, with the Braille page number written at the extreme end of the line. On these pages the text should begin immediately below the heading with no blank line between.

Use but one line for the heading. If the title comprises only a few words they should be written in double capitals; otherwise capitalize only the most important words. Frequently it becomes necessary to abbreviate a running head, using only a portion of the full title. *Examples:* "GARDEN ISLANDS" for "GARDEN ISLANDS OF THE GREAT EAST"; "ANNA BOLTON" for "WHAT BECAME OF ANNA BOLTON".

Running heads should be indented not less than three cells from the lefthand margin, and three clear cells should be allowed between the end of the heading and the page number.

When embossing a book of short stories or articles the title of the book should be written, as usual, on the first line of every page. The title of the story or article must appear on the page of contents as well as on Page 1 of the specific item. It is written below the book title with a blank line between the two titles and also between title and text. The same procedure is followed when indicating the chapters of a book, e.g., book title, blank line, chapter number, blank line, chapter title, blank line, text.

THE NUMBERING OF PAGES—The pages of the text proper and whatever may follow should be numbered in Arabic numerals, with the

exception of the first page which need not carry the Braille Number 1. Number the pages of a book consecutively throughout all volumes, beginning each new volume with the page number immediately following the last page of the preceding volume. (See blank pages at end of interpoint volumes in **Note** below). Do not write the word "page", nor should a period be written after the page number. The title page (which does not carry the page number, but is counted as page I), and pages of dedication, preface, introduction, etc., are always numbered in Roman numerals.

Care should be taken to see that the page numbers are correct and consecutive. The page number is always written at the end of the first line so that the last figure appears in the last cell space with not less than three clear spaces between the number and the running head. In hand-transcribed books, as a means of avoiding errors in numbering, it is well to write the number lightly in pencil on the binding margin before placing the sheet in the slate or writer.

For technical works and students' books, particularly at the college level, note point No. 1, page 123, for including ink-print page numbers.

Because a series of page numbers cannot be corrected in hand-transcribed books with good results, the following procedure is recommended: If page numbers are repeated, the repetition sign (dots 5-6) should be placed immediately before the numeral sign of the repeated number. On the other hand, if numbers are omitted, the omission sign (dot 5) is written immediately before the numeral sign of the number on the following page.

Note: In press-printed interpoint books the second side of the plate, i.e., the lefthand side of two facing pages, carries neither the running head nor the page number, and the text begins on the first line of the sheet. The page number is, however, included with the running count of the pages for the entire book. This practice results in the use of odd numbers exclusively in the written page numbers. In interpoint books care should always be taken to begin each section, such as the preface, contents, text, appendices, indices, etc. on the righthand side of the two facing pages, i.e., the odd-numbered pages. Note, however, that the dedication may be placed on the reverse side of the title page. The resulting blank pages should be included in the running count of pages for the entire book, including blank pages on the reverse side of an interpoint page at the end of a volume.

THE TITLE PAGE—Every Braille book, like every ink-print book, carries a title page in each volume. Title pages for Braille books include not only the information usually found on the title page of ink-print books, but also additional information concerning the copyright (found on the reverse side of the title page of ink-print books), the number of volumes comprising the Braille edition and the individual volume number, the grade of Braille,

the transcriber (if hand-transcribed), the sponsoring agency and the date of embossing. Always include sub-titles and explanatory titles and the name of author copied exactly from the text, although author's titles, but not academic degrees and honors, may be omitted. If the complete copyright cannot be included on the Braille title page, include copyright dates and copyright owner on title page, and repeat entire copyright on separate page (reverse side of title page in interpoint books). All information should be spaced so as to look well on the page, allowing about the same margin at top and bottom. On pages 105 and 106 are sample title and copyright pages which should be followed in the embossing of all *hand-transcribed* books. The title page should also be duplicated in ink-print, either in typed or printed form, to be bound in immediately before the Braille title page. Where books are press-printed in Braille, the form of the title page should follow the practice of the particular press publishing the Braille edition.

CONTENTS PAGES—The contents of a Braille book should begin a new page. The complete title of the book, written in full capitals, should be centered at the top of the page. The line under the title should be left blank. On the following line the word CONTENTS in full capitals should be placed at the margin, followed by a line of leaders (dot 5) to the word VOLUME—(give the correct number) written in full capitals and placed at the end of the line. Another blank line should then be left, and on the next line the words CHAPTER and PAGE, both in single capitals, should be written at the beginning and end of the line respectively, but without leaders between them. Leave another blank line, and then begin the contents proper. In general, the format of the ink-print text may be followed in writing the contents. Where the contents is short, blank lines may be left between the numbered items. Always use leaders (dot 5) between the end of the last word of the item and its page number. The pagings given in the ink-print contents page should, of course, be edited to correspond with the Braille pages on which the items will be found. It is not necessary to repeat the word CONTENTS at the head of each page after the first sheet of contents. (See page 106 for sample of contents page).

It is recommended that, following the last line of contents, two blank lines be left and a statement included giving information as to such sections of the books, if any, as may have been omitted, with the exception of illustrations. If nothing has been omitted, the following statement should be employed: "This Braille edition contains the entire text of the ink-print edition."

WRITTEN ON THE WIND

A Novel

By

ROBERT WILDER

With Permission of the Publishers

G. P. Putnam's Sons

New York

Copyright, 1946

By Robert Wilder

Transcribed In

Standard English Braille

By

Grace J. Atwood

Pittsburgh, Pennsylvania

In Eight Volumes

Volume II

Under the Sponsorship Of

The Library of Congress

Washington, D. C.

1947

WRITTEN ON THE WIND

Copyright, 1946

By Robert Wilder

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CONTENTS PAGE

Margin ¾ inch

Margin not less than 1½ inches

Margin ¾ inch

REMEMBERED YEARS

CONTENTS ..... VOLUME I

Chapter		Page
I.	THE SNOW FORT	1
II.	THE RUNAWAYS	18
III.	CAUGHT IN THE ACT	35
IV.	CANDY UNDER COVER	52
V.	ON THE GREEN CARPET	69
VI.	ALL IN AN AFTERNOON	92

Margin ¾ inch

PREFACES, FOREWORDS, DEDICATIONS, APPENDICES, INDICES—These should be included in the Braille edition. Ordinarily these should be written in the same order as they are found in the ink-print text. It is advantageous at times, however, in certain technical books, to include all of this material in a separate volume. As in the case of the contents page, all indices should be edited to give the Braille page references instead of the ink-print. Dedications may be placed on the reverse of the Braille title page in interpoint books.

TEXT TO BE FOLLOWED—Transcribers and embossers are urged to follow the print text exactly, in order that the Braille reader may have the full benefit of the author's intention. *No alterations shall be made without the publisher's permission.* Abridged texts are, as a rule, undesirable. If, for any reason, special omissions are made or selections compiled, this fact should be indicated at the beginning of the book. (See last paragraph under "CONTENTS" above). It is not recommended that Braille transcriptions of serials shall be made. These articles will in all probability soon appear in book form, which will produce much better copy.

FOOTNOTES AND REFERENCES—These are explained in Section 3, Lesson Twelve, and also in Rules 8, 9, and 18 of Appendix A. Follow these rules exactly. In ink-print texts which insert study notes and other reference notes in a section of the appendix, always be certain to include the notes and references to the material in each Braille volume in the note section at the end of the individual volumes.

When embossing bibliographies, follow the ink-print text.

THE END (in full capitals) should be written in the center of the third line below the closing paragraph of the last volume. (Leave two blank lines between this legend and the end of the text, if possible).

In like manner, the words **END OF VOLUME** (give number in Roman numerals), are written at the conclusion of each volume. Hand-transcribers are asked not to indicate this information in their manuscripts, since it is frequently necessary for the proofreader to alter the original division. It is the business of the proofreader to add this information when the final and correct division has been ascertained.

ILLUSTRATIONS—These must, of necessity, be omitted. References to them, however, may be copied if they can be of interest or value to the reader. In press-printed books it is possible to reproduce simple maps, diagrams, and other line-drawings, but it is recommended that even these be kept to an absolute minimum. Diagrams are very difficult and expensive to draw in Braille, as the plates must be tooled by hand with special equipment, and it is doubtful if they are of much value to the touch reader in most instances.

TABULAR MATERIAL can, and should, be included in technical books. Considerable care and thought should be exercised in reproducing tables of all kinds. Usually it is best to emboss tables on separate pages by themselves, although these pages should not be placed too far away from the references to them in the next. It is not necessary, however, to leave half-filled pages of text to do this. Simply number the table pages immediately following the page on which the reference to them occurs, regardless of whether or not they cut into a sentence or paragraph of text. If the ink-print rules or lines are not reproduced (either by hand-tooling or using the dotted Braille lines), blank lines should be employed generously, similar to the form outlined for "CONTENTS" on page 106 above. Always include the running head on each page of tables, and also the title of the table and the word "CONTINUED" where tables require more than one sheet.

If tables are short and simple, and it is possible to reproduce the material in column form exactly as it is shown in ink-print, it is best to follow copy. However, it is recommended that at least two or three blank cells be left between each column of the Braille table where the perpendicular rules are omitted, even if this necessitates using more than one line for the information usually given in the first column at the margin. Condense and abbreviate column headings if necessary. Do not divide integral numbers into two lines in order to fit them into the columns. Use leaders (dot 5) if there are wide spaces between unruled columns, in order to help the reader follow the lines across the page from column to column. A sample short table is given below. It has been spaced to fit on a 25-line, 36 cell page:

(Running head)

STATISTICS ON ORDERS, INVOICES, AND GIFTS, FISCAL YEAR 1942 AND 1943

	1943	1942
Items ordered	35,545	26,639
Invoices received	6,481	5,523
Invoices certified for payment	5,469	5,597
Gift request sent	3,958	2,057
Acknowledgments of gifts	5,238	4,401
Serial items checked in	531,529	120,240

If tables are too long or too big to be reproduced in columnar form, the material can be paragraphed, as follows:

Write the running head and page number in the top line; then leave a blank line; center the title of the table (usually written in double capitals), plus any sub-titles written in single capitals, in as many lines as are required; then leave another blank line, followed by the following note:

> "Note: In the following table—(heading from Column I) is followed by—(heading from Column II), is followed by—(heading from Column III), etc."

This note may necessitate some slight rewording of the column headings to conform with good English usage.

Another line should then be left blank, and the actual text of the table should start in the margin beginning with the information in the first line of Column I. A colon should be placed after the material from Column I, and then be followed in the same line with the information from the first line of Column II followed by a semi-colon, the material from Column III followed by a semi-colon, etc. Only the first Braille line of each line of the table should be out-dented to the margin, all runovers beginning in cell three. Always repeat the dollar sign, per cent sign, year, bushels, etc., for *each term* of *each column*. Where there are blanks, indicating lack of information, etc., in the columns, these should be indicated *each time* by a dash followed by the semi-colon, so that the Braille line will be in consecutive order and such lack of information will be apparent to the Braille reader. Following is a sample table embossed according to this form:

STATISTICS OF SERVICE OF THE LAW LIBRARY, FISCAL YEARS 1942 AND 1943

SERVICES	1943		1942	
	In Main Building	At the Capitol	In Main Building	At the Capitol
Number of readers	18,835	5,954	30,914	6,517
Number of books issued for use inside Library	49,538	13,273	.....*	.....*
Number of books issued for use outside Library	5,170	2,659	5,724	6,319
Reference inquiries and requests for books received by telephone	32,516	3,911	34,563	9,327
Reference inquiries answered by correspondence	365	190	375	191

*Record not kept.

Braille Format

STATISTICS OF SERVICE OF THE LAW LIBRARY, FISCAL YEARS 1942 AND 1943

Note: In the following table the service rendered is followed by the statistics in the Main Building for 1943, by the statistics in the Capitol for 1943, by the statistics in the Main Building for 1942, by the statistics in the Capitol for 1942:

Number of readers: 18,835; 5,954; 30,914; 6,517.

Number of books issued for use inside Library: 49,538; 13, 273; .....*; .....*.

Number of books issued for use outside Library: 5,170; 2,659; 5,724; 6,319.

———— etc.

*Record not kept.

DIACRITICS.—A system of Braille diacritics has been devised for the written representation of word pronunciations in text material as well as glossaries. A complete list of the Diacritic Code may be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky. It should be noted that these Braille characters represent only the diacritical markings and not the letter and the marks. Thus, the diacritical marks should always be followed immediately by the Braille letter which they affect.

When word pronunciations are included in straight text they should be inserted in square brackets immediately following the word being illustrated, and a footnote explaining the use and meaning of the diacritics should be inserted at the bottom of the Braille page, if such marks have not been used before in the text. If diacritical representations of pronunciation are used throughout the text, the diacritical code itself should be included in the Roman numeral pages of each volume, and reference made to this table the first time a diacritical pronunciation is included in the text. In such cases, it is not necessary to give the explanation of the diacritical marks in a footnote at the bottom of the page. The complete Diacritical Code should be included at the head of a glossary.

On examination, it will be noted that the Braille Diacritical Code is somewhat simplified, and that many minor differences of pronunciation have been grouped under each mark. Where the less abridged pronunciation is employed in books being transcribed, the embosser will have to refer to the pronunciation section of his dictionary and edit the copy for Braille transcription. For this reason, and because the average blind

reader, like the average sighted reader, is not familiar with diacritics, it is recommended that, except in books for students, Braille representations of pronunciation be omitted.

Note: There is a system of Braille phonetic symbols, but it is not used in the United States.

PLAYS and other dramatic materials may be reproduced in Braille exactly as they appear in the ink text. However, for easier reading, and in order to save space, the following format for plays is suggested:

STAGE DIRECTIONS:

Italics should be omitted for all stage directions, and the Braille parentheses should be substituted for all the brackets usually found in the ink-print copy.

Stage settings of scenes should be written in paragraph form, omitting italics, and inclosed in parentheses.

Where stage directions for individual characters occur following the name but preceding the dialogue, the directions should be written in unitalicized Braille inclosed in parentheses, followed by a colon.

Where stage directions are embodied in conversation, they should be inclosed in parentheses.

Stage directions for coming on and off stage should be indented four or six spaces, depending upon whether the play is written in prose or poetry form. (See *Poetry*, below).

ACTS AND SCENES:

Each act and scene, as well as the list of characters, etc., should always begin a new page.

CHARACTERS:

The names of all characters should begin at the margin, and all runovers of dialogue should be indented two spaces. Never center names of characters.

The name of each character should be followed by a colon, rather than a period, and the dialogue should begin on the same line.

Omit italics in names of characters introducing dialogue, but include them wherever they appear *in* dialogue. Do not use full capitals for names of characters.

POETRY:

Where plays are printed in poetical form, begin the first line of dialogue on the same line with the name of the speaker, after the colon.

All other lines of poetry should be indented two spaces, and all runovers of poetical dialogue should be indented four spaces, to preserve the poetical format.

POETRY—Complete information on the writing of poetry is given in the Rules of Braille Usage in Appendix A, pages 72 and 73. The rules of usage represented there should be followed explicitly.

Poems which have been edited for study purposes often have line numbers inserted in the margins. In student work, it is advantageous to reproduce this information in Braille. To do so, the line of text should be shortened to 32 cells throughout, and the numbers (with the number sign) should be outdented in the margin at the end of the line. Always place the line number in the last cells of the line, so that there will be two blank cells between it and the line of poetry to which it refers. This will often necessitate runovers in the lines of poetry, and these should begin in cell 5, as described in the first paragraph of Rule 5, page 72.

OUTLINES, in general, should follow the format of the ink-print text, as to indentations, capitalization, italics, and lettering and numbering of the paragraphs. Use the letter sign with the letters *a*, *i*, and *o*, to keep the form consistent, although this practice is not necessary to distinguish these letters from Braille whole-word signs.

In long outlines, having many subdivisions, considerable space can be saved by using the following form:

Start all main headings in cell 3, leaving a blank line before them and the text proper of the section of the outline immediately preceding. Bring all runovers to the margin, including runovers from all subdivisions of the outline. Indent successively two additional cells for the beginning of any subdivisions, thus:

I.....
.....

A.....
.....

1.....
.....

a.....
.....

(I).....
.....

(A).....
.....

etc.

LETTERS should be transcribed into Braille using the same format as in ink-print. Exercise care in placing the material on the page and employing proper line spacing, so that the material will look well and be correct according to good literary usage.

TEST MATERIALS are somewhat difficult to emboss in Braille in such a manner that there will be a minimum of time lost in reading by the blind person being tested. Much has been written about testing for the blind, and there are many tests which it is not possible to administer to the blind, because of mechanical limitations. In general, it is recommended that the following suggested practices be followed in the embossing of test materials:

Begin each test on a new Braille page.

Do not divide words at the end of lines.

Avoid carrying parts of questions over to another Braille page. If a question is too long to be completed on one page, without undue waste of space, divide the question at a logical break which will minimize referring back and forth between the two Braille pages.

In tests which direct that the answers be written on a separate sheet, list all answer choices in column form, and try to complete each choice on a single Braille line.

In tests employing the underscoring method, it is not necessary to put the choices in column form, but each answer choice should be completed on the line of Braille on which it begins, if it does not itself require more than one Braille line. Braille lines should be omitted after each answer choice, in order to give adequate room for underscoring.

In true-false tests (which are designed for underscoring), put the question first, and the letters "T" and "F" (without the capital or letter sign and omitting the parentheses) at the end of the question. The "T" and the "F" should be separated by two Braille spaces from the end of the question, and from each other. Lines should be left between questions to facilitate underscoring.

APPENDIX D

FOREIGN LANGUAGES

It is not necessary to have a knowledge of the language to emboss books in foreign languages into Braille. It requires only a mastery of the Braille alphabet, numbers, punctuation and composition signs of Standard English Braille Grade I, and of the relatively few accented letters, letter

combinations (diphthongs, etc.), and special punctuation and composition signs of the particular language, as well as reference to a good grammar, to determine the correct rules for the division of words at the ends of lines.

Systems of Braille contractions have been devised for most languages, but they are never employed in foreign language materials embossed in the United States. The Braille alphabet used in Standard English Braille is practically universal for the respective letters and their equivalents in all languages. This is also true for most of the punctuation and composition signs. However, special Braille characters are employed for accented letters and letter combinations peculiar to the languages in question, and these signs should be substituted for the English Braille letters preceded by the accent mark (dot 4) wherever such accented letters and letter combinations occur in foreign words, passages, or text. Never use English Braille contractions in writing foreign languages.

FRENCH AND ITALIAN

As in ink-print, the French and Italian Braille accented letters and diphthongs are identical, as follows:

	Writer	Slate
Cedilla ç		
Acute é		
Grave à		
Grave è		
Grave ì		
Grave ò		
Grave ù		
Circumflex â		
Circumflex ê		
Circumflex î		
Circumflex ô		

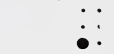
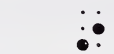
	Writer	Slate
Circumflex û		
Diaeresis ë		
Diaeresis ï		
Diaeresis ü		
Diphthong æ		
Diphthong œ		

The special punctuation and composition signs which may be substituted for the English Braille signs in full French or Italian texts are as follows:

	Writer	Slate
Capital Sign		
Double Capital Sign		
Letter Sign		
Question Mark ?		
Direct Conversation Signs:		
Open —		
Close —		

(If using English Braille composition signs substitute English Braille double quotation marks.)

Single Italic Sign (to be placed immediately preceding first letter of word, and capital sign, if found in ink copy, is to be omitted).

	Writer	Slate
Italicizing of Long Passages:		
Open (to be placed immediately preceding first word of passage)		
Close (to be placed immediately preceding last word of passage)		
Abbreviation Point . (also the apostrophe) (To be used in place of English period in abbreviated words)		
Asterisk * (never doubled as in English Braille).		

Roman Numerals should never be capitalized or followed by a period.

SPANISH

Following are the special accented letters to be used in writing Spanish Braille:

	Writer	Slate
Tilde ñ		
Acute á		
Acute é		
Acute í		
Acute ó		
Acute ú		
Diaeresis ü		

The special punctuation and composition signs which may be used in embossing full Spanish texts are as follows:

	Writer	Slate
Capital Sign (to be doubled for full capitals)		
Italic Sign (to be placed immediately preceding first word and **after** last word in long italicized passages)		
Question Mark ¿ ? (to be placed both before and at end of sentence or word)*		
Exclamation Mark ¡ ! (to be placed both before and at end of sentence or word)*		
Abbreviation Sign. (also the apostrophe). (To be used in place of period in abbreviated words)		
Asterisk * (never doubled as in English Braille)		
Direct Conversation Signs (to be used where dashes appear in ink-print copy)		
Open —		
Close —		

(If using English Braille composition signs, substitute English Braille double quotation marks.)

Roman Numerals, as in French and Italian, should never be capitalized or followed by a period.

**Must be used* also in foreign passages in English texts.

GERMAN

The following three special accented letters should be employed in the writing of all materials in German Braille:

	Writer	Slate
Umlaut ä (use also for diphthong æ)		
Umlaut ö (use also for diphthong œ)		
Umlaut ü		

GREEK

In writing passages and texts in Greek, the following Braille characters should be used to represent the Greek alphabet. It should be noted that when Greek words and passages appear in English texts, the letter sign should be placed before the words containing the Greek letters *eta, theta, chi, psi,* and *omega,* so that they will not be read as English Braille letters or contractions. Always use English Braille composition signs.

If the embosser prefers, the Greek letters can be transliterated into the English letter equivalents, in accordance with the information given in the list. This is a particularly useful practice for Greek passages which appear in English texts, and can be done by anyone with a rudimentary knowledge of Greek. The regular Greek Braille letters, without the letter sign, should be used in full Greek texts, however.

Note: Embossers should consult the official Braille mathematics code for guidance in writing Greek letters in mathematical works. Information concerning this code may be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky.

Greek Letters			English Transliterations	Writer	Slate
Alpha	A	α	**a**		
Beta	B	β	**b**		

Greek Letters			English Transliterations	Writer	Slate
Gamma	Γ	γ	g		
Delta	Δ	δ	d		
Epsilon	E	ϵ	e		
Zeta	Z	ζ	z		
Eta	H	η	$\bar{e}$		
Theta	Θ	θ	th		
Iota	I	ι	i		
Kappa	K	κ	k		
Lambda	Λ	λ	l		
Mu	M	μ	m		
Nu	N	ν	n		
Xi	Ξ	ξ	x		
Omicron	O	o	o		
Pi	Π	π	p		
Rho	P	ρ	r, rh		
Sigma	Σ	σ or ς	s		
Tau	T	τ	t		

	Greek Letters		English Transliterations	Writer	Slate
Upsilon	Υ	υ	**y, u**		
Phi	Φ	ϕ	**ph**		
Chi	Χ	χ	**ch**		
Psi	Ψ	ψ	**ps**		
Omega	Ω	ω	**o̅**		

LATIN

In the embossing of Latin Braille, the Standard Braille alphabet and punctuation and composition signs, plus the long- and short-vowel signs, should be employed. The vowel signs should precede the individual letters affected and, if they are employed in italicized Latin passages in English texts, the words containing them should be preceded by the letter sign to distinguish them from English Braille contractions. The two vowel signs are as follows:

	Writer	Slate
Long vowel sign —		
Short vowel sign ᵕ		

The above materials should supply the average needs of the Braille transcriber or compositor. Information concerning Braille codes for other languages, such as Hebrew, Portuguese, Scandinavian, etc., should be obtained from the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky.

APPENDIX E
OFFICIAL BRAILLE CODES

In addition to writing ordinary literary works and foreign languages in Braille, it is also possible to reproduce other technical material, such as

music, mathematics, chemical notations, etc. All such codes are based upon the fundamental six-dot Braille cell, and may be written with the same equipment as is ordinary Braille.

Following is a list of the official codes in use in this country, and in most cases internationally. These codes are the final authorities for the materials which they cover, and are available in both ink-print and Braille. (For information as to where to obtain copies of the following codes, write to the American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky):

LITERARY NOTATIONS

STANDARD ENGLISH BRAILLE GRADES I AND II; revised and edited jointly by the British National Uniform Type Committee and the American Committee on Grade II, representing the American Association of Instructors of the Blind, the American Association of Workers for the Blind, and the American Foundation for the Blind, 1932.

REVISED BRAILLE FOR READING AND WRITING GRADE ONE AND A HALF; LITERARY NOTATIONS; authorized by the Committee on Uniform Type for the Blind, representing jointly the American Association of Instructors of the Blind, and the American Association of Workers for the Blind, 1932; *Annotated*, 1943.*

**This system is used in the United States only.*

CHEMICAL NOTATIONS

BRAILLE CHEMICAL NOTATIONS AND HOW TO USE THEM. Loomis and Mitchell, 1939.

DIACRITICAL NOTATIONS

BRAILLE DIACRITICAL CODE; key to the Braille symbols used in respelling of words for pronunciation, as employed in the Braille edition of "Webster's Students Dictionary for Upper School Levels", 1939.

MATHEMATICAL NOTATIONS

BRAILLE MATHEMATICAL NOTATION, 2nd American revision. Curtis, Hooper, and Waterhouse, 1942.

MUSIC NOTATIONS

KEY TO BRAILLE MUSIC NOTATIONS (with "1930 Supplement"). Rodenberg, 1925.

BRAILLE MUSIC CHART; compiled by direction of the Special Committee on Braille Music, American Foundation for the Blind, November 1, 1929; based on the *Notation Musicale, International Braille*, as recommended by the Paris Conference on Braille Music, April, 1929; approved by the Music Committee of the American Printing House for the Blind, November 1, 1929.

PRIMER OF BRAILLE MUSIC; authorized edition, 1930; compiled by direction of the Special Committee on Braille Music, American Foundation for the Blind, November 1, 1929; based on the *Braille Music Chart*; signs internationally authorized, 1930.

APPENDIX F

THE TRANSCRIPTION OF TEXTBOOKS FOR STUDENTS

PROCEDURES AND METHODS

The Braillist who offers his services for this phase of work for the blind should do so only after careful consideration. He must be able and willing to work constantly in order that the student may have the material in time for use in the classroom; otherwise, it will be of little or no value to him. The work must, therefore, be carried on without interruption; and if, for any reason, the transcriber is obliged to discontinue, the book should be turned over immediately to other Braillists. The first principle to be observed by the transcriber of textbooks is that when the student needs the material it should be there. If he can accept this responsibility, he is ready to enter this most useful field of service to readers of Braille.

Assignments should be received as early as possible before the beginning of the school term. The student is asked to place his request from four to six months in advance of the time when the book will be needed. This will enable the transcriber to have the book well under way when the term opens, and to keep ahead of classroom assignments.

The print copy is provided by the student, and also the cost of the Braille paper, if it is convenient for him to meet this expense. When the student no longer has need for the Braille copy it should be returned to the Library of Congress for binding and deposit in the Library's collection.

In the transcription of a textbook there are certain procedures which will be of assistance to the student who will use them. The manuscript

should be forwarded to the student as it is transcribed, in installments of approximately 100 pages, or at the close of a division or chapter.

The transcriber of textbooks should note carefully three important points:

1. In order to give the best possible service to the student, the following procedure for the numbering of pages is recommended: At the beginning of the top line, write the number of the ink-print page. Leave three clear spaces, and then write the page heading or title of the book. At the end of the same line, place the number of the Braille page. Although several Braille pages are required to complete one page of print, the Braille page numbers should run consecutively throughout the entire book. In cases where the print page is finished with space remaining on the Braille page, the number of the next print page is written in the center of a blank line, with the text continuing on the line below. When the new Braille page is begun, the new print page number should be at the margin followed by the heading and the number of the new Braille page with the proper spacing between each item. Remember that, so long as the material is copied from the same print page, that number should be retained. *For example:*

   Number 65 (print page) is at the margin; ELEMENTS OF SALESMANSHIP (title) is centered; 130 (Braille page number) is at the end of the line. Since page 65 is finished before the bottom of Braille page 130 is reached, number 66 is written in the center of the blank line where it occurs in the copy with the text continued on the line below. On Braille page 131, number 66 appears at the left-hand margin, with the head and Braille page number written as described above. Number 66 is written on all subsequent pages in Braille until that print page is finished, and page 67 is written in the proper position on the Braille page.

   This method of numbering is desired by the large majority of students, and the transcribers are urged to follow it.

   When writing contents pages, it is essential that the numbers of the *Braille* pages are indicated, rather than those of the ink-print copy. Only in this way can pages of contents be of practical value to the student.

2. To insure the correct writing of references and footnotes, instructions should be carefully observed. These will be found in Lesson XII, together with Rules 8 and 9. These rules and the lesson should be thoroughly studied and applied in the transcription of technical material, wherever and whenever there is a need.

3. To avoid confusion in the use of contractions and accented letters, books in foreign languages should always be transcribed in full spelling. Care must be taken to see that the proper accents, as given in Appendix D, are used in the languages for which they are intended. (See Lesson XIII, and also Rules 10 and 13.)

The above requirements, and also the necessity of keeping well ahead of the class assignments, indicate this service to be the most valuable in the field of Braille Transcribing. For the students, success or failure may depend upon the availability of textbooks in Braille, while for the transcribers, the reward is the knowledge that they are assisting blind persons to receive higher education, and thus to lead normal, useful lives.

APPENDIX G

WHEN TEACHING THE BLIND TO READ

Transcribers frequently become interested in teaching blind persons to read Braille. In many instances, results have been good, but it is also true that to learn Braille under these circumstances presents difficulties for both teacher and pupil.

The instructor who uses the slate has formed the habit of visualizing Braille as it appears on the depressed or pitted side of the page. The touch reader, however, must learn it from the embossed side. Therefore, the Braillist must teach from this point of view. Furthermore, the volunteer who writes according to the number of the dot within the cell attempts to instruct the blind person in this manner. For these and other reasons, instruction is best given by teachers who are especially trained for the purpose and whose services are provided for by the various state agencies for the blind.

The transcriber who wishes to teach the blind to read should supplement his training with additional instruction in order to render the most efficient service in this capacity.

Two requisites to good teaching are essential: 1. To become thoroughly familiar with Braille from the embossed side of the page; 2. To learn the characters, not by the number of each dot within the cell, but by the general form of the characters made by the position of the various dots. It is enough for the blind pupil to establish the form and content of each character in his mind. He should not be taxed with the additional burden of memorizing the number of each dot in each character. These can be mastered without difficulty when the pupil learns to write, if he has received adequate instruction in reading.

If the volunteer who wishes to teach the blind will keep these points in mind, the pupil will be encouraged to learn to read Braille, and the task will be a pleasant one.

There are several good primers available in both ink-print and Braille which will be of invaluable help to the sighted instructor of Braille reading. These are as follows:

Emerson, Grace. FOUNDATION ADULT PRIMER. American Printing House for the Blind, 1839 Frankfort Avenue, Louisville 6, Kentucky. 1 vol.
Since most of this is embossed on one side of the page, it can be used by both blind and sighted persons.

Illinois Braille Committee of 1933. Illinois School for the Blind, Jacksonville, Illinois. STANDARD BRAILLE SERIES. Book I through Grade I; Book II, Grade 1½; Book III, Grade II.

Loomis, Madeleine Seymour. YOU CAN LEARN TO READ BRAILLE. Harper and Brothers, 49 E. 33rd Street, New York 16, New York. (2 Braille and 1 ink-print vols.)

Additional information on this subject may be obtained from the Division for the Blind, Library of Congress, Washington 25, D. C.

SUMMARY TABLES OF THE BRAILLE SIGNS, WITH DEFINITIONS

Summary tables of the Braille signs, together with certain definitions, are presented herewith for reference purposes:

Table I.

	1	2	3	4	5	6	7	8	9	0
1st Line	A	B	C	D	E	F	G	H	I	J
2nd Line	K	L	M	N	O	P	Q	R	S	T
3rd Line	U	V	X	Y	Z	and	for	of	the	with
4th Line	ch	gh	sh	th	wh	ed	er	ou	ow	W
5th Line	, ea	; be bb	: con cc	. dis dd	en	! ff	( ) gg	“ ?	in	”

6th Line	Fraction-line sign st		ing		Numeral sign ble	Poetry sign ar		Apostrophe		Hyphen com
7th Line	Accent sign					Italic or Decimal-point sign		Letter sign		Capital sign

Used in forming Contractions:

Compound Signs	*	Dash		Square Brackets [	]			Single or Inner Quotations		
	Ellipsis									

Table II.

CONTRACTIONS.

SIGN	Word Sign Column 1	Initial Contractions Col. 2	Col. 3	Col. 4	Final Contractions Col. 5	Col. 6	Col. 7
	Standing alone	Preceded by dot 5	Preceded by dots 4-5	Preceded by dots 4-5-6	Preceded by dots 4-6	Preceded by dots 5-6	Preceded dot 6
	a	..	..	..	..	..	..
	but	..	..	..	..	..	..
	can	..	..	cannot	..	..	..
	do	day	..	..	ound	..	..
	every	ever	..	..	ance	ence	..
	from	father	..	..	..	..	..
	go	..	..	..	..	ong	..
	have	here	..	had	..	..	..
	I	..	..	..	..	..	..
	just	..	..	..	..	..	..
	knowledge	know	..	..	..	..	..
	like	Lord	..	..	..	ful	..
	more	mother	..	many	..	..	..
	not	name	..	..	sion	tion	ation
	O	one	..	..	..	..	..
	people	part	..	..	..	..	..
	quite	..	..	..	..	..	..
	rather	right	..	..	..	..	..
	so	some	..	spirit	less	ness	..
	that	time	..	..	ount	ment	..
	us	under	upon	..	..	..	..
	very	..	..	..	..	..	..
	will	work	word	world	..	..	..
	it	..	..	..	..	..	..

Table II.

SIGN	Word Sign Column 1	Initial Contractions			Final Contractions		
		Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
	Standing alone	Preceded by dot 5	Preceded by dots 4-5	Preceded by dots 4-5-6	Preceded by dots 4-6	Preceded by dots 5-6	Preceded dot 6
	you	young	..	..	..	ity	ally
	as	..	..	..	..	..	..
	and	..	..	..	..	..	..
	for	..	..	..	..	..	..
	of	..	..	..	..	..	..
	the	there	these	their	..	..	..
	with	..	..	..	..	..	..
	child	character	..	..	..	..	..
	shall	..	..	..	..	..	..
	this	through	those	..	..	..	..
	which	where	whose	..	..	..	..
	out	ought	..	..	..	..	..
	be	..	..	..	..	..	..
	enough	..	..	..	..	..	..
	to	..	..	..	..	..	..
	were	..	..	..	..	..	..
	his	..	..	..	..	..	..
	in	..	..	..	..	..	..
	into	..	..	..	..	..	..
	was and by	..	..	..	..	..	..
	still	..	..	..	..	..	..

LIST OF ABBREVIATED WORDS

ab	about
abv	above
ac	according
acr	across
af	after
afw	afterward
ag	again
agst	against
al	also
alm	almost
alr	already
alt	altogether
alth	although
alw	always
bec	because
bef	before
beh	behind
bel	below
ben	beneath
bes	beside
bet	between
bey	beyond
bl	blind
brl	Braille
chn	children
cd	could
shd	should
wd	would
qk	quick
concv	conceive
concvg	conceiving
dcv	deceive
dcvg	deceiving
percv	perceive
percvg	perceiving
rcv	receive
rcvg	receiving
dcl	declare
dclg	declaring
rjc	rejoice
rjcg	rejoicing
nec	necessary
tgr	together
ei	either
nei	neither
gd	good
grt	great
imm	immediate
ll	little
lr	letter
mst	must
mch	much
sch	such
o'c	o'clock
perh	perhaps
pd	paid
sd	said
to-d	to-day
to-m	to-morrow
to-n	to-night
hm	him
xs	its
yr	your
myf	myself
thyf	thyself
hmf	himself
herf	herself
xf	itself
onef	oneself
yrf	yourself
ourvs	ourselves
yrvs	yourselves
themvs	themselves

The above List Alphabetically arranged:

about	ab
above	abv
according	ac
across	acr
after	af
afterward	afw
again	ag
against	agst
almost	alm
already	alr
also	al
although	alth
altogether	alt
always	alw
because	bec
before	bef
behind	beh
below	bel
beneath	ben
beside	bes
between	bet
beyond	bey
blind	bl
Braille	brl
children	chn
conceive	concv
conceiving	concvg
could	cd
deceive	dcv
deceiving	dcvg
declare	dcl
declaring	dclg
either	ei
good	gd
great	grt
herself	herf
him	hm
himself	hmf
immediate	imm
its	xs
itself	xf
letter	lr
little	ll
much	mch
must	mst
myself	myf
necessary	nec
neither	nei
o'clock	o'c
oneself	onef
ourselves	ourvs
paid	pd
perceive	percv
perceiving	percvg
perhaps	perh
quick	qk
receive	rcv
receiving	rcvg
rejoice	rjc
rejoicing	rjcg
said	sd
should	shd
such	sch
themselves	themvs
thyself	thyf
to-day	to-d
together	tgr
to-morrow	to-m
to-night	to-n
would	wd
your	yr
yourself	yrf
yourselves	yrvs

APPLICATION BLANK

This blank is to be completed *by the student* and forwarded, together with the first Braille lesson, to the Library of Congress, Division for the Blind, Washington 25, D. C.

.....

Date.....

Name in full: .....

(Please state whether Mr., Miss, or Mrs.
If married, give husband's initials.)

Address: .....

.....

Name for certificate: .....

(Please print name as it is to appear on
the Library of Congress certificate.)

I have arranged to carry on my Braille work through.....

.....

Address: .....

.....

(Signature of individual or chairman of group.)